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ABSTRACT

This self-study is divided into five areas: Governance, Organization and Management; Students; Programs; Resources; and Planning for Future Development. Each section is followed by a critical analysis dealing with the strengths of the college as well as certain matters of concern. The board is deeply involved with keeping the curriculum and services responsive to the needs and demands of the community and the student body; most of the critical analysis deals in some way with this problem. The self-study incorporates the findings and conclusions of 47 institutional research studies, program evaluations, and descriptive reports prepared by the college. (MJK)

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SELF-STUDY REPORT, 1974

for the North Central Association of
Colleges and Secondary Schools

ED101776

JC 750 129

OVERLAND PARK, KANSAS
April, 1974

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JOHNSON COUNTY COMMUNITY COLLEGE • 111th & Quivira Road • Overland Park, Kansas 66210 • Phone AC 913 888 8500
Office of the President

April 26, 1974

Office of the Secretary
North Central Association of Colleges
and Secondary Schools
5454 South Shore Drive
Chicago, Illinois 60615

Dear Sir:

The Board of Trustees of Johnson County Community College has authorized this institution's application for membership. The College has completed its Self-Study, and two copies of the Self-Study Report along with two copies of the college catalog are enclosed.

After each section is a summary of strengths, concerns and current or proposed action for addressing areas of concern. Chapter V outlines a long-range plan for continued development of the College.

We are appreciative of the assistance received from the Association staff in our planning and conducting of the Self-Study.

Sincerely,

Robert G. Harris
President

RGH/ps

Enclosure

PREFACE

Johnson County Community College has been the recipient of two accreditation actions by the North Central Association of Colleges and Secondary Schools -- first the granting of correspondent status in March 1969, and then in March 1972 the granting of recognized candidate status. In September 1973 the College was accredited by the Kansas State Department of Education.

Upon completion of the study for state accreditation, the JCCC steering committee was enlarged to begin planning for the final step toward obtaining North Central accreditation. Since many studies and actions had grown out of areas of concern and recommendations developed in previous accreditation processes, task forces were impaneled by the steering committee and charged with the responsibility of examining all aspects of the College program in conjunction with existing accreditation studies, reports and follow-up activities. Additional research was conducted to complement and supplement these studies where needed.

Upon completion of the task force studies, critical analyses were written and submitted to the steering committee. Additionally, these were supplemented by descriptive reports of the major aspects of the overall College operation which were prepared especially for the accreditation study. Summaries of these several reports were analyzed by the steering committee and then integrated to form this Self-Study Report.

At the end of this report (p. 105) is a list of applicable task force studies, along with other pertinent resource materials. All of these supporting reports are a part of the documentation of the self study process and are available to those who may need additional informational detail.

ABSTRACT

Planning for Johnson County Community College began in 1963. The county voters approved the establishment of the College in March 1967, and classes began operating in temporary facilities in September 1969. During August 1972, the move was completed to the permanent campus located on a 220 acre site in Overland Park, Kansas.

The number of students in credit courses has grown from 1,380 students (900 full-time equivalent) during the fall of 1969 to 4,107 students (2,643 full-time equivalent) during the fall of 1973. Non-credit continuing education courses began in the spring of 1970 and enrollment has increased from 417 students during the fall of 1970 to 5,075 students during the fall of 1973. The master plan developed in 1969 was for a permanent campus to serve 7,700 students (5,000 full-time equivalent). The library and gymnasium were designed to accommodate the ultimate enrollment. The six buildings completed during Phase I provide a total area of 382,380 square feet.

The College's philosophy and goals acknowledge a commitment to the development of "an institution definitely attuned to the needs of the community." The College continually seeks to better meet the community's post-high school educational needs. Educational programs are organized into three areas: a credit program, a continuing education program, and a community service educational program.

The College identifies credit programs as university transfer, career and general studies with emphasis on lifelong education, accountability and product. Except for budgetary considerations, credit vocational and college transfer programs are not distinguished; rather the individual student program is designed to meet the student's need. Fifteen career programs have been implemented by

the College and eleven are approved by the state as vocational. The general education program consists of four core survey areas which are social science, humanities, communications and natural science. The College Learning Center (CLC) described as "a classroom for one" offers individually prescribed instruction for students and county residents. The CLC also provides support services and counseling for hearing impaired students.

The continuing education program functions on a year around basis. Courses are regularly scheduled in 17 general instructional areas and meet on campus and in other facilities throughout the community. In addition to the educational programs which it conducts and coordinates, the Community Cooperation Division coordinates services to the community that are not directly educational but which are a part of the interchange of resources, talents and opportunities between the College and the community.

Seventy-four percent of the 166 full-time salaried staff and 67 percent of the 84 part-time salaried staff have at least a master's degree. The median number of years teaching experience for instructors is seven years. The full-time salaried staff represent 52 parent institutions and the part-time staff represent 33 parent institutions.

The College's support services and resources include an Educational Media Center (library, media production center and word production section), institutional research, counseling, student activities, data processing, bookstore and food service.

During the first four years of operation, priority was given to program planning, staffing and campus development. During the course of the self study, the College has identified three major areas of concern and has addressed various facets of these in a number of ways, as indicated in the critical analyses.

Actions initiated should result in substantial progress toward

- A revised master plan for the College, emerging from a new assessment of community needs and projected resources that will permit a reexamination of priorities in program development.

- The development of policies and procedures in high priority areas with emphasis on personnel management and fiscal management.

- The development of College-wide guidelines for the evaluation of instructional programs. This will include the formulation of a uniform approach to placement and follow-up data collection and a reexamination of the College procedures regarding the collection of data on incoming students.

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BACKGROUND

The brief history and the underlying philosophy of Johnson County Community College are summarized in this section in order to help place the Self-Study findings into proper perspective.

History

Following is a summary of the major milestones in the history of the College.

May 1963	- Johnson County Junior College Study Committee formed
December 1966	- College feasibility study completed (1)*
March 1967	- Establishment of College approved by voters
June 1967	- College formally established
September 1967	- Charter Board of Trustees elected
January 1968	- Statement of College Philosophy and Goals developed (37)
July 1968	- President hired
September 1968	- Site Selection Committee appointed
March 1969	- NCA correspondent status for accreditation received
May 1969	- Educational needs survey report and educational specifications completed (13,14)
June 1969	- Bonds for Phase I campus approved by voters
September 1969	- Classes initiated in temporary facilities
December 1969	- Permanent campus site approved for purchase
January 1971	- Contract let for construction of Phase I campus
May 1971	- First class graduated
September 1971	- Revenue bonds issued for College Commons
March 1972	- NCA recognized candidate for accreditation received
August 1972	- Transition to permanent campus completed
December 1972	- College Commons completed
September 1973	- Kansas State Department of Education accreditation received

For additional historical detail prior to March 1973, see Chapter 1 of previous accreditation reports (43,44).

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* Numbers in ( ) refer to resource documents, p. 105.

Historically, the operating budgets by year for the College are presented below:

1968-69	$ 649,500
1969-70	1,283,138
1970-71	2,636,450
1971-72	3,051,376
1972-73	3,881,000
1973-74	4,473,737

Current budgetary information is detailed in Chapter IV of this report.

The data below summarize fall enrollments from the beginning of the College:

	Credit Courses				
Fall	Total Headcount	Freshmen	Sophomores	FTE*	Continuing Education Headcount
1969	1380	1380	---	900	---
1970	2335	1661	674	1732	417
1971	3150	2231	919	2131	2255
1972	3611	2448	1163	2364	3267
1973	4107	2805	1302	2643	5075

* 1 FTE student = 15 credit hours.

Student characteristics are detailed in Chapter II of this report.

Philosophy

One of the first tasks undertaken by the charter Board of Trustees was the development of an educational philosophy and goals for the College. First adopted in 1968, the *Johnson County Community College Philosophy and Goals* was reviewed and revised by College staff, students and the Board in 1971 (37). Provisions are made for periodic review.

Designed to offer a "high-quality, comprehensive, flexible program available to a variety of students in a rapidly growing urban-suburban-rural community," the philosophy acknowledges a commitment to the development of "an institution definitely attuned to the needs of the community" and providing

1. An educational program embracing a broad range of curricula, including a college transfer program; career programs; general college exploratory experiences; special programs for high school graduates and non-graduates who need additional preparation to do college work; and community service and continuing education programs to meet community needs and the avocational interests of the population.

2. An inter-related curriculum to provide for both the occupational and general education needs of the student.

3. An adequate program of counseling and guidance to assist students in making decisions based upon sound information regarding the options open to them and their own capabilities and interests.

4. An opportunity for educational innovation.

5. An interchange of resources, talents and opportunities between the College and the community in a broad program of community services.

6. A vertical and horizontal articulation with other educational institutions of the area, arrived at through cooperative efforts.

7. An educational atmosphere encouraging maximum student participation, critical and objective thinking, and free and active inquiry.

8. An effort to develop student identification with the College through extra-curricular activities, emphasis on the common purpose of students and staff, and provision of open communication channels.

9. Educational planning and development based upon the results of research using modern tools and techniques.

10. A personnel policy designed to attract and hold top-level staff and to encourage professional growth.

The statement of philosophy and goals concludes with the resolve that "The College is committed to the goal of being a first choice institution by continually seeking to better meet the community's post-high school educational needs."

CHAPTER I

GOVERNANCE, ORGANIZATION AND MANAGEMENT

Governance

The laws of Kansas provide for both local and state involvement in the governance of community junior colleges.

Kansas State Department of Education

The Kansas State Department of Education is responsible for the general supervision of public community college education. It is also charged by authority of the Junior College Act with the administration of the Kansas State Plan for Community Junior Colleges. As part of this charge the Department of Education is responsible for the implementation of the state's community college accreditation procedures as provided by law.

The first state evaluation of JCCC was conducted March 19-21, 1973. In September 1973, JCCC received accreditation from the Kansas State Department of Education (16).*

JCCC Board of Trustees

The Kansas Community Junior College Act states that the governing body of a community junior college shall be a board of trustees consisting of six members elected at large by county voters. The powers and duties of these boards are defined in Kansas State Statute 72-6914. Current JCCC Board members are listed below:

Dr. Wilbur T. Billington (Terms 1967-75),
Vice President and Senior Economist, Kansas City Federal Reserve Bank.

Dr. Jack J. Holder, Jr. (Terms 1969-77),
Vice President, Yellow Freight System.

Dr. John R. Price (Terms 1969-77),
Clinical psychologist in private practice.

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* Numbers in ( ) refer to resource documents, p. 105.

Dr. Joyce A. Smith (Term 1973-77),
Assistant Dean, Rockhurst College, Kansas City, Missouri.

Dr. O. Dale Smith (Terms 1967-75),
Chief Pathologist at Baptist Memorial Hospital.

Dr. Hugh W. Speer (Terms 1967-75),
Professor, School of Education, University of Missouri-Kansas City.

Pending Legislation

The Kansas Community Junior College Act of 1965, which provided for the Kansas State Plan for Community Junior Colleges, is currently under review (35). The Kansas Master Planning Commission for Education recently completed a comprehensive study of postsecondary education, and in its final report to the legislature, the Commission recommended major changes in state-wide governance that would have direct impact on the system of community colleges (39). The recommendations and the federal "1202" legislation are currently being studied by a number of agencies and committees. No changes in governance are expected in the immediate future; however, it is likely that major revisions will be brought about within the next one or two years.

Johnson County Community College is keeping abreast of current developments, and is actively participating where appropriate. A Board member, Dr. Billington, served as chairman of the Master Planning Commission, and the JCCC Vice President served as the Commission Project Director.

Organization

Administration

As the College has grown and expanded its programs and services, the organization of the College has been modified to facilitate implementation of the College philosophy. The current organization of the College is schematically illustrated in Figure 1. The current administrative officers are listed below:

Figure 1

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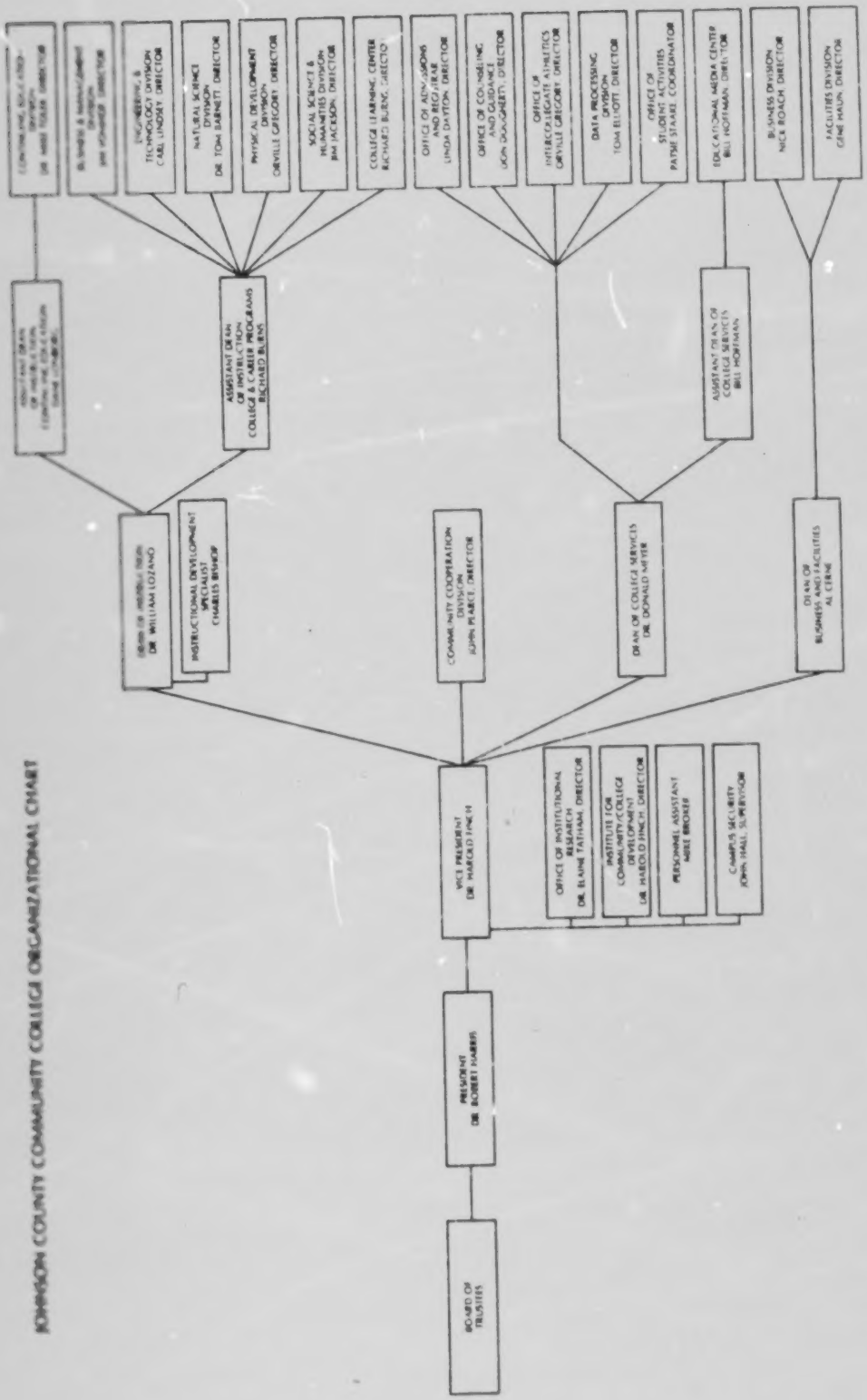

Dr. Robert G. Harris, President

Dr. Harold L. Finch, Vice President

Mr. Al Cerne, Dean of Business and Facilities

Dr. William A. Lozano, Dean of Instruction

Dr. Donald P. Meyer, Dean of College Services

Mr. Richard A. Burns, Assistant Dean of Instruction for College and Career Programs

Mr. William J. Hoffman, Assistant Dean of College Services

Mr. W. Dane Lonborg, Assistant Dean of Instruction for Continuing Education

The President serves as the chief executive officer of the Board of Trustees. The President's duties include being responsible for accurate and timely implementation of Board policies, providing leadership in the development of new Board policies, being responsible for the total operation of the College, and being responsive to the needs and aspirations of the staff and students as well as to institutional objectives.

The Vice President provides college-wide administration within guidelines prescribed by the President. Primary responsibilities include coordinating the development and implementation of JCCC management procedures with current emphasis on budget and wage and salary administration programs; and providing direction in projecting and interpreting long-range, college-wide needs relative to program, staff, facilities and budget.

There are three College branches: Business and Facilities, College Services, and Instruction. The dean of each branch reports to the President via the Vice President. The College Services Branch has an assistant dean who is primarily responsible for the administration of the Educational Media Center. The Instructional Branch has two assistant deans: one responsible for the

administration of continuing education and one responsible for the administration of college and career programs. The deans are responsible for interpretation and implementation of policies and procedures as they apply to the branches. They in turn delegate authority to division directors. Additionally, the deans coordinate division activities in such a way as to effect efficient and harmonious branch operations. Likewise, division directors provide the necessary staff leadership and direction for the attainment of specific division and branch goals in a manner that is consistent with the overall JCCC philosophy and objectives.

Administrative Advisory Groups

In addition to the structured line-staff organization, there are several types of administrative advisory groups that involve the staff and students in operating the College. Although their primary function is advisory, these groups also serve as effective mechanisms for the exchange of information and viewpoints. They collectively provide a variety of formal and informal elements, including Board-staff committees, the Administrative Council, the Staff Senate, College committees, President's committees and the "Town Meeting." Table 1 provides an overview of these groups.

Board-Staff Committees: Board-staff committees are appointed by the Chairman of the Board of Trustees and are ad hoc in nature. At the present time, three such committees have been designated:

Long-Range Planning Committee, O. Dale Smith, Trustee, Chairman

Management Committee, Wilbur T. Billington, Trustee, Chairman

Community Services Committee, John Price, Trustee, Chairman

Administrative Council: The Administrative Council is comprised of the President (ex-officio), Vice President, deans and assistant deans and the

TABLE 1

SUMMARY OF ADMINISTRATIVE ADVISORY GROUPS

Group	Advisory to	Eligible Participants
Board-Staff Committees	Board of Trustees	Trustees All College staff Students Citizens
Administrative Council	President	President (ex-officio) Vice President Deans Assistant Deans Director of Community Cooperation
Staff Senate	President	All staff
College Committees	Designated Administrator	All staff Students
President's Committees	Designated Administrator	All staff Students Trustees
Staff Senate Committees	Staff Senate	Staff Senate Members
Town Meeting	Reciprocal	All staff

Director of the Community Cooperation Division. Its purpose is twofold: (1) to advise the President on matters concerning the overall administration of the College, and (2) to provide a means of coordination among the various elements of the College.

Staff Senate: The Staff Senate was organized as a formal means of accomplishing a balanced interaction between the personal and institutional aspects of the College. The JCCC Staff Senate has the unique characteristic that all employees of the College are represented. This approach was selected in recognition that every element of the College relates in some way to every other element, and that decisions and actions by any one person or group can affect other individuals or groups.

The Constitution of the JCCC Staff Senate defines its purpose as follows (3):

> The purpose of the Staff Senate shall be to advance the welfare and effectiveness of the College. The Senate shall serve as a regular channel of communication among staff members, and, through the President, between the staff and the Board of Trustees. . . The Senate shall be responsive to the will of the entire staff. . . .

Specific functions of the Senate include providing a forum for issues and ideas to be studied by the staff, coordinating staff activities, establishing committees and providing educational leadership.

College Committees: College committees, which include staff and students, provide another mechanism for wide participation in the management of the College. They are standing committees whose functions are twofold: (1) to assist in the formulation and implementation of College policies and procedures, and (2) to conduct hearings concerned with the violation of College policies and regulations as a step in the due process procedure. Committee members are appointed by the President, upon recommendation of the Staff Senate and are

comprised of five voting members: two students and three staff members. The staff member whom the committee is designated to advise serves as a non-voting member.

College committees function in the following areas: admissions, curriculum, financial aids, institutional planning, intercollegiate athletics, media services, and student discipline and security.

President's Committees: President's committees are appointed by the President and are constituted variously, depending upon the nature of their task. Some of the committees presently functioning include trustees, staff members, and students; others include only one or two of these groups. Existing committees include a Policy Review Committee for Salaried Employees, a Policy Review Committee for Hourly Employees, an Institutional Competitiveness Committee, a Job Evaluation Committee, and the Steering Committee for North Central Accreditation.

Staff Senate Committees: Committees of the Staff Senate are appointed from the Senate membership by the Chairman. Members serve during the academic year. Presently they include committees on staff relations, social activities, constitution review, policies review, and in-service training.

Other Committees: Another kind of committee, made up of non-JCCC personnel, is the career program advisory committee. The role of these committees excludes policy making or administration and is treated in Chapter III of the Self-Study. In addition, there are many ad hoc committees within the various branches and divisions of the College appointed by the unit head to make recommendations to him.

Town Meeting: The Town Meeting is an informal gathering of all employees of the College. Following are the major objectives of the Town Meeting:

1. To instill a sense of involvement among the members of the College.

2. To enable staff members of diverse responsibilities and disciplines to exchange information and to attain insights about the various aspects of the College as well as the institution as a whole.

3. To enable the staff to work as a group in problem solving and in the development and evaluation of policy and procedures.

Policies and Procedures

Policies and procedures have been developed and approved in a continuous process since 1969. They are still entirely lacking in some areas and at various stages of development in others. In many instances procedures have developed informally in the absence of policy to meet a recognized need.

Policies that have been developed and approved by the Board of Trustees include (30)

1. Board Operational Policies
2. Policies and Procedures for Salaried Full-Time Personnel
3. Policies and Procedures for Hourly Full-Time Personnel
4. Policies and Procedures for Part-Time Personnel
5. Policies and Procedures for Limited-Time Personnel
6. Student Personnel Policies
7. Continuing Education Policies
8. Educational Media Center Policies
9. Community Cooperation Policies

Policies that have been drafted but not yet approved include

1. Instructional Policies
2. Wage and Salary Administration Policies

Management

During the first four years of operation, priority had been given to program planning, staffing and campus development. As a result, the College was fully operational and the move to the permanent campus was completed as scheduled (1972). Having completed the building phase, priorities shifted to College management functions and activities. The Office of Vice President was created to serve as the focal point for this emphasis. The Board-Staff

Management Committee was formed to study management problems. The objectives of the committee were to gain greater understanding and hence control of the management potential and to recommend policies to the Board.

Fiscal Management

Increased attention to the area of fiscal management during the current school year has resulted in the following activities and outcomes:

1. Additional effort in the area of budget forecasting and budget controls has been exerted, and for the first time since the start-up year of operation a revenue surplus is being generated. It is anticipated that the net revenue gain in the current General and Vocational Fund will be in excess of $250,000 and that the year-end unencumbered cash balance will be significantly improved.
2. An analysis of budget administration needs has been conducted by the staff. The resultant identification and documentation of over 40 specific needs were prepared for use by the committee as input to the activity mentioned in the next item.
3. The Board-Staff Management Committee has considered various approaches to the development of comprehensive budget administration procedures and controls. It has progressed through the use of the College auditors as consultants and is now in the initial stage of the systematic analysis designed to produce a sophisticated system for budget management.
4. A business application on-line, real-time data processing system has been purchased and modifications to meet the unique and specific requirements of JCCC as determined by the Board-Staff Management Committee are currently being initiated. The system will replace the interim

Litton business accounting processor, which because of capacity and other limitations is no longer adequate to meet the growing needs of the College.

Personnel Management

During the developmental years of the College, personnel matters were primarily administered by the branch deans. In August 1972, a personnel assistant was employed to develop a centralized system of personnel management. The primary objectives of integrating, up-grading and standardizing recruitment procedures and conditions of employment have largely been achieved.

The College complies with the Civil Rights Act of 1964, related Executive Orders 11246 and 11375 and all civil rights laws of the State of Kansas. All recruiting and pre-employment activities have been reviewed with the Regional Voluntary Compliance Office of the Equal Employment Opportunity Commission. Continued contacts with this office should result in additional improvements and progress in the implementation of the affirmative action program.

In the fall of 1973, planning for a comprehensive personnel administration program was initiated with the assistance of a personnel management consultant. A three phase program to be developed over a period of years was formulated and approved for implementation. An outline of the major program goals follows:

I. *Wage and Salary Administration*

A. Develop a comprehensive set of job and position descriptions

B. Develop and implement a job evaluation procedure

C. Design and implement a systematic employee compensation program

II. *Personnel (Human Resource) Budgeting and Planning Procedures*

A. Develop and implement a position justification system

B. Develop and implement an emergency position justification system

II. (Continued)

C. Develop and implement a procedure for analysis, consideration and disposition of requests

III. *Organizational Analysis Service*

A. Develop and present training to orient and familiarize all personnel with the activity and the capabilities for providing operational analysis services

B. Carry out initial productivity studies and operations analyses in areas where the need is greatest

C. Establish priorities of areas to be studied in the future and begin implementation

Phase I of the program was begun in November 1973 with the employment of a staff job analyst in the Office of the Vice President. Job analysis was begun with clerical employees and is now underway in other job classifications. A college-wide evaluation committee has been trained and is presently at work evaluating the positions for which analysis has been completed.

Because of the demand by the staff for operational analysis assistance, Phase III is being initiated ahead of schedule.

The use of consultant assistance is continuing, but will be gradually phased out as the total program advances from the developmental to the operational phase.

Long-Range Planning

From the outset the College has made a strong commitment to deliberate and systematic planning in the development of all phases of the institution. Planning and projections related to enrollment, room utilization, staff and facility requirements, bonding capacity and operating revenue are developed under the

direction of the Vice President; planning related to curriculum development is the responsibility of the Dean of Instruction.

The most recent study, for the period 1974-1993, was conducted to assist the Board-Staff Planning Committee in assessing the future adequacy of the existing campus and educational program (2). The findings are currently being studied and interpreted by the administration and by the Board as a whole.

Development and implementation of instructional programs is usually carried out by the teaching staff and division directors. Assistance is provided by the Office of Institutional Research, the Division of Community Cooperation and other supporting areas as needed. The program for hearing impaired was initiated by the Institute for Community/College Development because of extensive feasibility study requirements (38).

A summary of the twenty year planning study is presented in Chapter V.

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CRITICAL ANALYSIS

Since the founding of the College, its organizational structure and management practices have been under almost constant examination by the College administration, various study groups, and the state and NCA examining teams. These concerns and recommendations and resultant actions by the College have been critically examined by the steering committee and by several of the task forces including the Staff Services and Benefits Task Force. The conclusions of the steering committee are summarized below. The resource documents directly pertaining to this chapter are 2, 3, 10, 13, 30, 35, 38, 39.

Strengths

1. The Board of Trustees and the administration have recognized the need to evaluate and revise the College organization, policies and procedures to better implement the College philosophy and to solve management problems.
2. Long-range realistic and timely planning plays an important role in College management.
3. The Institute for Community/College Development continues to develop as a problem solving unit that has an effective role in both college and community long-range planning.
4. The College recognizes the need to meaningfully involve staff and students in administrative advisory groups.
5. The College staff monitors closely and participates wherever possible in legislative activities which might have a bearing on community college development in Kansas.

Previously Identified Concerns

1. Need for standardized personnel management procedures.

   Actions taken:

   - Established the position of personnel assistant.
   - Established the Board-Staff Management Committee charged in part with the development of personnel management policies.

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- Instituted a comprehensive personnel management program.
- Developed a job evaluation policy, currently being reviewed by the Board of Trustees.
- Completed job analyses and position descriptions for 50 positions; job evaluation committee trained and now operational.
- Obtained data processing system for personnel and payroll records. Currently being converted for JCCC use.
- Planned for the development of a personnel budgeting and planning procedure and an organizational analysis service as the second and third phases of the job evaluation program.

2. Need for standardized fiscal management procedures and for fiscal information in management decision making.

Actions taken:

- Established the Board-Staff Management Committee charged in part with the development of fiscal policies.
- Created Office of the Vice President with objective to provide increased emphasis in budget administration as well as other areas of management.
- Current activities and outcomes:
  a. Significant improvement in unencumbered cash balance projected for FY74 (revenue to exceed expenditures for first time since start-up year).
  b. Budget administration needs identified and documented.
  c. Initiated development of a comprehensive system of budget management by exception.
  d. Business application data processing system purchased--program to be modified to conform with JCCC requirements.

3. Need for codified and published policies and procedures in all areas of the College.

Actions taken:

- Policy and procedure development and revision has been underway since 1969; substantial progress has been made.
- The areas in which policies and procedures are still lacking have been identified and priorities have been assigned for development.

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4. The NCA examining team in 1972 expressed some concern over aspects of the organizational structure relating to adult education, educational media, and community services function and suggested that the structure be reviewed.

Actions taken:

- The position of Assistant Dean of Instruction for Continuing Education was established, incorporating continuing education in the Instructional Branch.
- A Board-staff committee has been appointed to establish "a procedure for the development and growth" in the community services area.
- The place of the Educational Media Center in the College organization has been reviewed and was held to be based on a valid concept.
- An operational analysis, presently underway as a part of a larger personnel management program, will result in recommendations bearing on the entire College organizational structure.

Self-Study Concern

The College staff have expressed some dissatisfaction with Town Meetings and the Staff Senate. Instructors are primarily concerned about the functions of the Senate. Hourly staff are primarily concerned about the ratio of Staff Senate representatives (10).

Recommendations:

- The ratio of representation on the Staff Senate should be evaluated or examined.
- The role of the Staff Senate should be evaluated.
- An instructional staff survey should be conducted to determine the attitude of the staff regarding its role in developing educational policies.
- The use of Town Meetings as a method of communications should be studied.

CHAPTER II

STUDENTS

Effective student services must be matched to the needs of the students who will be using these services. Current data on student characteristics together with descriptions of student services are presented in the following sections of this chapter.

Profile

Data on student characteristics are maintained in the data bank operated by the Office of Institutional Research. Sources include registration data, official transcripts, and student surveys.

Five studies were completed during the 1972-73 academic year (17). These studies were *Student Attitude and Value Study, The General Class Profile, The Career Student Follow-Up, Student Alienation Study,* and *Project "Quick Step" Enrollment Study.* One other student follow-up survey, *1973 Career Student Follow-Up: Initial Placement,* was completed during the fall of 1973 (36). A survey of students on campus, *Student Services Questionnaire,* was also completed during the fall of 1973 (45). These seven studies are described more fully on page 84.

Data on student characteristics are useful in planning orientation activities. Some data were collected during the fall of 1973 from the *Student Services Questionnaire.* Other data are collected each semester in the Office of Institutional Research. The following characteristics of the student body during the fall of 1973 are typical of important considerations in providing a flexible orientation program.

- The majority of students carried less than 12 credit hours per semester. Approximately 54 percent of the students were part-time during the fall of 1973. Students who attended evening classes carried an average of seven credit hours per semester.

- As a group, students worked an average of 24 hours per week. Those who attended during the day worked an average of 18 hours per week while students who attended during the evening worked an average of 36 hours per week. Although not all students worked, approximately 72 percent did hold at least a part-time job.

- The average student age was 22. Approximately 27 percent of the students were 25 years or older. As a group, evening students were older (mean was 24 years) than day students (mean was 21 years).

- Approximately 20 percent of the students attending JCCC for the first time had attended another college.

A recent study of the geographic origin of the JCCC student body shows that the student population centroid* for the fall of 1973 is coincident with the centroid calculated for the total Johnson County population for 1973 (p. 76). A study of student population origins shows that JCCC in the fall of 1973 received approximately 20 percent of all Johnson County spring 1973 high school graduates.

Tables 2 through 9 present selected student characteristics from a variety of College sources together with representative findings from the fall 1973 *Student Services Questionnaire*.

Student Activities

The student activities program at JCCC supplements the instructional and community service programs and is intended to be comprehensive, using the resources of both the College and the community. Every attempt is made to provide activities that are of interest to students regardless of age, sex, marital status, race, religion, physical capabilities, socio-economic status, place of residence, and political or intellectual interests.

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* Population Centroid is defined to be the geographic point in Johnson County where (1) one-half of the population lives north and one-half of the population lives south, and (2) one-half of the population lives east and one-half of the population lives west.

TABLE 2

CHARACTERISTICS OF THE JCCC STUDENT BODY
FALL SEMESTERS 1970-73

	Fall 1970	Fall 1971	Fall 1972	Fall 1973
Total number of students	2335	3150	3611	4107
Number of "full-time" students*	1414	1672	1734	1878
Full-time equivalent enrollment	1732	2131	2364	2643
Range of student age (in years)	17 to 80	16 to 67	16 to 72	15 to 80
Percent male	62%	58%	56%	55%
Percent female	38%	42%	44%	45%
Percent with outside employment	72%	61%	67%	72%
Percent veterans	10%	11%	11%	13%
Number of out-of-district students	41	67	111	140
Number of out-of-state students	24	32	92	140
Number of foreign students	11	11	10	12

* A "full-time" student carries a load of twelve credit hours or more. However, one full-time equivalent (FTE) student load is 15 credit hours.

TABLE 3

AGE DISTRIBUTION OF JCCC STUDENTS BY SEX AND CLASS TIME, FALL 1973

Age	Day Class		Evening Class	
	Male	Female	Male	Female
16-17	3.5%	8.3%	4.3%	10.5%
18	34.7	32.5	10.4	11.9
19	21.9	23.6	12.2	17.1
20	11.5	5.7	7.0	9.2
21	8.8	1.9	9.6	6.6
22	3.9	0.6	3.5	3.9
23	4.8	2.5	7.0	6.6
24	3.5	0.0	4.3	3.9
25-29	5.7	3.3	22.6	13.2
30-34	1.3	9.6	10.5	5.3
35-39	0.0	3.2	1.7	5.3
40+	0.4	3.8	6.9	6.5
	100.0	100.0	100.0	100.0

Note.--The above data are based on the 578 students sampled at random for participation in the fall 1973 student services survey.

TABLE 4

1973 HIGH SCHOOL GRADUATES AT JCCC
FALL 1973

High School	High School Graduates Who Attended JCCC			High School Graduates	% at JCCC
	Male	Female	Total		
Shawnee Mission District					
East	79	47	126	643	19.6
North	69	60	129	576	22.4
Northwest	57	51	108	566	19.1
South	71	57	128	726	17.6
West	95	90	185	702	26.4
Total	371	305	676	3213	21.0
Other Northeast Schools					
Bishop Miege	18	28	46	175	26.3
St. Joseph	10	8	18	72	25.0
Total	28	36	64	247	25.9
Balance Johnson County Schools					
Blue Valley	7	9	16	61	26.2
Ks. School for the Deaf	1	1	2	22	9.1
DeSoto	3	5	8	106	7.5
Gardner	4	7	11	93	11.8
Olathe	24	23	47	328	14.3
Spring Hill	3	1	4	61	6.6
Total	42	46	88	671	13.1
Johnson County Total	441	387	828	4131	20.0
Other*	1428	1047	2475		
Unknown	409	395	804		
Grand Total	2278	1829	4107		

* Other than Johnson County; graduated before 1973; or Quick Step.

Note.--Participants in the Quick Step Program are high school students enrolled in classes at JCCC with the approval of the high school principal.

TABLE 5

DISTRIBUTION OF ACT SCORES
JCCC FRESHMEN (PARTIAL)
FALL SEMESTERS 1969-73*

	ACT Standard Scores			
	1-15	16-20	21-25	26-36
English				
1969	20%	47%	31%	2%
1970	20	47	31	3
1971	29	37	29	4
1972	22	45	31	2
1973	25	45	26	4
Mathematics				
1969	23	33	24	19
1970	24	28	25	23
1971	37	29	14	20
1972	25	37	20	18
1973	25	32	23	20
Social Studies				
1969	25	19	32	24
1970	20	22	41	18
1971	32	19	32	17
1972	28	16	39	17
1973	33	14	32	21
Natural Science				
1969	18	32	25	25
1970	18	35	21	27
1971	23	37	17	23
1972	16	31	26	27
1973	19	30	20	31
Composite				
1969	18	34	33	15
1970	17	35	34	14
1971	29	32	27	11
1972	21	34	31	17
1973	23	34	30	13

* The data are for those entering freshmen who had voluntarily taken the ACT test.

TABLE 6

STUDENT CREDIT HOUR DISTRIBUTION
BY DIVISION, FALL 1973

Division	Student Credit Hours	Percent of Total
Business and Management	8815	22.2%
College Learning Center	349	0.9
Engineering and Technology	5656	14.2
Natural Science	7020	17.7
Physical Development	583	1.5
Social Science and Humanities	17292	43.5

TABLE 7

DISTRIBUTION OF JCCC STUDENTS IN CAREER PROGRAMS
1973 FALL SEMESTER*

Career Programs	Percentage
Basic Police Academy	3.3%
Data Processing	12.7
Dental Assisting	1.0
Dental Hygiene	9.4
Drafting Technology	3.7
Electrical-Electronics Technology	7.6
Fashion Merchandising	5.9
Respiratory Therapy	3.1
Journalism	1.6
Law Enforcement	23.0
Nursing	16.4
Marketing & Management	6.2
Secretarial Careers	6.1
	100.0

* The headcount data were obtained from the career data records maintained by JCCC's Assistant Dean of Instruction for College and Career Programs. The data given are percentages of the total number enrolled in career programs rather than percentages of the entire student body.

TABLE 8

JCCC STUDENTS' CAREER GOALS
FALL 1973

Career Goal	Percentage
Undecided	19.7%
Educational fields	6.0
Social science and religious fields	9.0
Business, political and persuasive fields	26.0
Scientific fields	3.8
Agricultural and forestry fields	1.4
Health fields	14.9
Arts and humanities fields	10.7
Engineering fields	5.7
Trade, industrial and technical fields	2.8
	100.0

Note.--The above data are based on the 578 students sampled at random for participation in the fall 1973 student services survey.

TABLE 9

PLANS TO COMPLETE ASSOCIATE OF ARTS DEGREE
FOR SELECTED STUDENT CLASSIFICATIONS
FALL 1973

Student Classification	Plan to complete AA (Percentage)
Sex	
Males	65.7%
Females	59.2
First time at JCCC?	
Yes	55.6
No	71.2
Primarily	
Evening student	63.1
Day student	62.8
All students	63.0

Note.--The above data are based on the 578 students sampled at random for participation in the fall 1973 student services survey.

Facilities

Student activities use the gymnasium and associated playing fields for sporting events. The College Commons and rooms in other buildings are used as needed for other social, cultural, and recreational activities. These facilities are described on pages 77-78. Arrangements are made to use facilities such as bowling alleys, swimming pools, and skating rinks in the community.

Activities

The Student Activities Coordinating Council coordinates all student activities, controls scheduling of events and acts as a screening board for club formation. It is composed of representatives of all the clubs, committees and organizations on campus. Staff assistance and guidance is provided by the Coordinator of Student Activities, who reports to the Dean of College Services.

Group Activities: In response to indications of student interest, many short-term activities are designed to encourage wide participation. Their number, variety and frequency give many students the opportunity to assume leadership and other responsibilities that are not otherwise available or that they could not manage on a long-term basis. These have included charity drives, service projects, dances, camping trips, ski trips, concerts, etc. Participation, beginning next year, in the Activities Division of the Greater Kansas City Community College Conference will give JCCC students the opportunities to plan and participate in activities with students of other colleges in the area.

Intramural Activities: Intramural activities are presently provided in fourteen sports. Sports are added whenever enough interest is expressed.

Intercollegiate Athletics are administered by the Director of Athletics. JCCC now participates in basketball, baseball, golf, tennis, and track and field. At the end of this year the College is terminating its membership in the Jayhawk

Conference, comprised of Kansas community colleges, and is joining the newly formed Greater Kansas City Community College Conference. This conference is made up of seven area community colleges.

Participation in Governance: At the time of the Status Study JCCC had a student government, the effectiveness of which was questioned by students and staff alike. The student government voted to disband in 1972 and was replaced by the Student Activities Coordinating Council. Students over 18 years of age are eligible to vote in Board elections and during the last such election, a student was a candidate. In addition, students serve on a wide range of committees (see pp. 5-8).

Counseling

The importance of counseling and guidance in the community college and specifically at JCCC is recognized in the College philosophy which states that ". . . an adequate program of counseling and guidance is essential in order to help the student assess his capabilities and interests and plan accordingly. Each individual should have opportunity to explore many possibilities, even a shift in program if necessary, in order to achieve a fulfilling productive life." Counseling at JCCC incorporates all of the traditionally accepted student personnel functions, with the exceptions of admissions, records, and student activities. The functions include orientation, counseling, testing, advisement, financial aids and placement.

The staff consists of 11 full-time counselors, two 1/5 time counselors and a director who counsels 2/5 time. The resulting ratio of students to counselors, based on total student enrollment, approximates 350:1. Counselors are available 60 hours per week including weekday evenings.

An unusual aspect of the counseling program is its decentralization: counselors are housed in faculty office areas throughout the campus. This not only facilitates communications among counselors and instructors but makes it possible for counselors to develop expertise in specific programs. Access to student programs, transcripts and other data is made possible by the on-line student personnel data processing system that provides for a computer terminal at each counseling station.

Orientation Function

The responsibility of the counseling staff in the orientation of students is to provide information concerning the admission and counseling process. Emphasis is on assisting the student to become aware of his role in making decisions concerning career goals. Activities in this area include weekly visits to high schools and individual pre-enrollment conferences with students. Counselors make use of or distribute an orientation handbook developed in 1971, a slide-tape presentation, College catalogs, student handbooks, course schedules, and other College publications.

Counseling Function

Upon admission, all students are strongly urged to confer with a counselor to plan a program of action at the College. Those students who enroll in more than six credit hours during a semester are required to do so. Subsequent follow-up conferences are held as the student requests personal, academic and career counseling. Counselors are available to students on a walk-in basis. The largest proportion of students are seeking assistance in the decision making process. Students also return to see counselors for reassessment of goals, further program planning, study habits and problems dealing with the institution. If a student is experiencing behavioral difficulties that interfere with the

decision making process, the counselor may assist him either through individual counseling or group techniques or by referral.

Testing Function

The goal of the testing program is to provide testing for the individual student when, in the counseling process, he recognizes the need for it. The counseling program provides the following testing areas: American College Testing Program, College Level Examination Program, General Education Development Tests, JCCC-developed placement examinations, and various tests of mental ability, aptitude, interests, and personal adjustment. The Counseling and Guidance Division also administers tests at the request of other institutions and of JCCC instructors.

Advisement Function

The counselors seek to provide accurate information and advice to students when they need it during various stages of their educational and career planning. To do so, they have available a library of career and higher education resources, including the *JCCC College Articulation Handbook*, which provides information on the transferability of courses, and entrance and graduation requirements of other institutions.

Financial Aids Function

The function of the financial aids counselor is to provide assistance in the formulation of realistic student financial plans. A number of grants, scholarships, long-term and short-term loans are available to prospective or continuing students who have demonstrated academic proficiency and/or have financial need. Part-time employment opportunities at the College are open to all students, but are dependent upon availability of jobs. Financial aids available at the College, other than grants, are generally based on the extent of the student's need and the funds available.

For the fiscal year 1973, supplemental educational opportunity grants were given to 67 students and national direct student loans were given to 145 students. The number of students who participated in the College work study program was 114. The Financial Aids Program at JCCC is serving 409 needy students during the current academic year 1973-74. In addition to federal funds (the College Work-Study program, National Direct Student Loans, Supplementary Educational Opportunity Grants, and loans and scholarships for nursing students), $30,000 was included in the operating budget for this purpose. Of the students enrolled in the College, 9.9 percent received financial aid.

Placement Function

The placement office tries to assist individuals in learning effective ways to secure suitable employment as well as to assist them in finding jobs. Until a placement counselor was hired in October 1973, placement was largely a function of coordinators of career programs. The placement office maintains listings of employment opportunities and publicizes them through a bulletin board and the closed circuit TV message channel. Applicants are assisted in locating jobs that are suitable, in arranging interviews, in writing resumes and letters of application, and in realistic career planning. In a four month period, over 400 persons requested interviews with the placement counselor and over 400 employers listed job openings.

Special Programs

Veterans and Servicemen: Through a comprehensive integrated program to veterans and servicemen, counseling services have been established to include V.A. benefits, high school equivalency referral, career planning, employment placement referral, supportive peer counseling, behavioral need referral, and follow-up.

Peer Counseling: The College instituted the peer counseling program in August 1972. Trained sophomore students, working under the direction of the counseling office, help their fellow students who have been identified as having academic or personal problems. Currently four students are serving as peer counselors.

Hearing Impaired: Two counselors attended the Orientation to Deafness Program conducted at the University of Tennessee. A counselor who specializes in serving the hearing impaired is available for individual conferences about 25 hours per week in the College Learning Center.

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CRITICAL ANALYSIS

Three research studies have requested student opinion of student services. The task force concerned with student services used these three studies as a basis for its analysis. The task force concerned with special students referred to services for special students. Many strengths, areas of concern and recommendations in this chapter are based on the reports of these two task forces. The reports are included in the list of resource documents at the end of this report. The steering committee has attempted to integrate the more substantial findings of the task forces with strengths, concerns and actions identified from other sources. Those who wish to examine in more detail the findings of the task forces or the research upon which they are based should refer to the original documents. The resource documents directly pertaining to this chapter are 9, 11, 17, 24, 33, 34, 41, 43, 44, 45, 47.

Strengths

1. There is overall general student satisfaction with student services (11).
2. Students are generally quite satisfied with the services provided by the counselors (11).
3. The number and percentage of students seeking assistance from counselors in making career decisions, personal problems and in preparing to transfer to another college has increased since the College's first semester in 1969. Of those students seeking assistance, there has been an increase in the percentage of students who feel that the obtained counseling was helpful (11).
4. A special veterans' center was made available when the College Commons Building opened in January 1973. Through the center, veterans have become more closely involved in College activities (9).
5. A distinct and special effort is made to make student activities more flexible and responsive to student needs and interests.
6. Advanced computer technology is used to provide up-to-date data in all areas of student personnel, permitting faster and more accurate services to the students and for research purposes (41).

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7. Emphasis is placed on providing special services to identifiable groups, e.g., veterans, hearing impaired, academically deprived, foreign students, armed forces personnel (9).

8. There is a constant awareness and search for better ways to serve students.

Previously Identified Concerns

1. Although a designated staff member was responsible for the coordination of the financial aids program prior to the fall of 1972, the continuing growth in enrollment required an expanded financial aids program. There also was a need for a full-time person who could seek funds to be used for student financial aid.

Actions taken:

- A financial aids counselor was hired during the fall of 1972.
- In 1971, the Johnson County Community College Foundation was developed as a non-profit corporation. The purpose was to promote charitable, cultural, educational and scientific activities of the College. An executive director was appointed in October 1973. One of the three major areas of emphasis is student financial aid.

2. There was a need for a full-time placement counselor. The data obtained from the student survey during the first week of the 1973 fall semester indicated a need for additional resources for students to learn about occupations and obtain a better understanding of jobs available in the community.

Action taken:

- A full-time placement counselor was hired in October 1973.

3. Methods of communicating with students should be further developed.

Action taken:

- Beginning in the fall of 1973, the semester schedule for credit and non-credit courses has been mailed to each residence in Johnson County. This schedule contains orientation information as well as feature stories on selected offerings.

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4. One concern of the NCA examining team in January 1972 was that data on high school ranks and test score data for entering students was not systematically collected.

Action taken:

- A study committee appointed by the President is currently studying the problem and will be making recommendations relative to this concern.

5. One recommendation of the *Status Study Report (1971)* was that a meaningful orientation program designed for the JCCC student should be developed.

Action taken:

- The characteristics of the student body summarized on page 17 have been used to design a flexible orientation program. The current orientation program consists of a variety of activities designed to provide personalized communication with prospective students, provide each county resident with information about course offerings and community services, provide each first-time student with needed information about JCCC, assist each first-time student during registration and assist students throughout the semester.

Recommendation:

- Data should be collected to ascertain whether the current orientation program meets student needs.

Self-Study Concerns and Recommendations

1. The data from the fall 1973 student services questionnaire indicated that 74 percent of the students had not obtained a better understanding of jobs in the community and 47 percent had not developed a better understanding of occupations (11,45).

Recommendation:

- The placement counselor should continue to develop means to assist students in understanding occupations and jobs in the community.

2. Questions have been raised concerning some student services. Although some data collected suggest that work and lack of interest are reasons many students do not participate in student activities, further evaluation of the program is needed. There are also indications that library use by students should be increased (11).

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Recommendation:

- The Office of Institutional Research should conduct a general student survey during the next year. Questions should be developed to ascertain whether student needs are being met with the current student activities program. Reasons why some students do not avail themselves of the library service also need to be identified.

3. Special facility provisions have been made for physically handicapped persons. However, there may be a need for modifications or additional provisions (9).

Recommendation:

- A survey of physically handicapped persons (students and staff) should be conducted to determine how well their special needs are being met and what modifications or new measures should be taken.

4. The peer counseling program has been in operation only a short time and adequate data for making an evaluation of its effectiveness is lacking (9).

Recommendation:

- When significant data are available, the Director of Counseling should request from the Division of Institutional Research a survey of the peer counseling program.

5. No data concerning advanced standing are currently accessible. Informal comments from instructors indicate there may be areas of difficulty in the scope and procedures of the College's advanced standing policy (9).

Recommendations:

- Determine whether data for students who have obtained credit through advanced standing are readily available.

- A committee should study the entire policy regarding advanced standing—its scope, possible limitations, instructors' renumeration for tests devised, administered and/or evaluated, etc.

6. Informal comments from area high schools indicate there may be many students who could benefit from the Quick Step program but who are uninformed about the program.

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Recommendation:

- Continue cooperating with the high school districts to determine ways to better publicize the program to students and to better integrate the schedules of the high schools with the College schedule. The possibility of off campus courses for those who have scheduling problems should be considered.

CHAPTER III

PROGRAM

Credit and Non-Credit Educational Programs

In keeping with the College philosophy, educational programs at JCCC have been designed with maximum flexibility to meet community needs. While it is not always possible to categorize every activity fostered by these needs, the programs are organized into three areas: a credit program, a continuing education program, and a community service educational program.

Credit Programs

Curriculum development in the credit program originates with the instructional staff and is subject to a system of "checks and balances" which insure that the program is relevant, comprehensive, and flexible, and that it meets with acceptance in the community and the state. The major factors at work are the state statutory requirements, the College procedure for course adoption, and on-going research and evaluation. In the case of career programs, career advisory committees are used to assist in curriculum design (see p. 42). In February 1974 an instructional development specialist was employed to assist in the coordination of curriculum development.

State Requirements

Any credit course for which state support is received must be approved by the Kansas State Board of Education. Kansas statutes require that the programs of community colleges be comprehensive and that they be offered at a level not higher than that corresponding to the lower division (freshman and sophomore) at four-year institutions.

The State Department of Education currently approves courses for which credit is to be granted without regard for their place in any program.

Additionally, programs for which state vocational funds are received are reviewed not only for course content but also for program objectives and demonstrated manpower needs. The College acknowledges and seeks state approval but continues to design a program for each individual student to meet his needs. Only in a few specialized areas has the College identified a specified sequence of essential and supportive courses as a program. A program is considered any course or combination of courses that provide for the expressed needs of the individual student. The College recognizes life experience and other demonstrated proficiencies as being equivalent to formal credit courses and as a basis for building proficiency in a given area or discipline.

Course Approval Procedures

All credit courses proposed for introduction into the curriculum, as well as major curriculum changes, are submitted by the President to the Board of Trustees for approval. Suggestions for new course offerings and possible programs are submitted through a curriculum committee for their recommendation which is then forwarded to the President of the College through the Dean of Instruction. The College Committee on Curriculum is composed of three instructors, two students and the Dean of Instruction, who is an ex-officio (non-voting) member.

Implementation of College Philosophy

The instructional program is designed to implement the College philosophy and is therefore based on the concepts of an interdisciplinary approach, relevancy, comprehensiveness, and the utilization of modern technology. An effort is being made in the development of the curriculum to interrelate the individual courses and course content. The curriculum is designed to anticipate the problems and demands of living and working in the future and to be responsive to the

social and technological changes in the community. Comprehensiveness is achieved by offering a broad range of flexible programs to satisfy the diverse needs of the student body and the community. Advances in modern technology are used in the educational program, but care is taken to assure that such technical innovations facilitate learning.

Because the College has an "open-door" general admission policy, it is committed to a diversified program in order to satisfy the varied needs of the student body. At the time of the Status Study in 1971, the educational program was described as including instruction in five distinct areas: university transfer, career, general studies, developmental education and continuing education. The credit aspect of the instructional program has not changed appreciably from the description reported in the Status Study and the 1973 Supplement. At that time, certain programs were identified as "developmental"; since then, however, the aim of curricular development has been to identify the outcomes of each course offered by the College so that it may be "developmental" to the particular student whose needs it meets.

Programs have expanded in scope, and there has been much refinement in the methodologies used; however, accountability, as a motivation, has turned attention to outcomes, and the staff has moved in the direction of systematic design based upon instructional objectives.

Curricular planning has continued at a pace commensurate with the College's capabilities, but implementation of new programs has been curtailed somewhat by the lack of state funds, coupled with rising costs of operation. This has been particularly true in the career area over the past year; and, but for federal funding, the College might have experienced no growth whatsoever in career programs.

The College strives to meet community needs. Studies of graduates and employers reflect on course content and bring about revision in programs current with changing industrial technologies. With the occupancy of its new campus, the College has renewed its thinking with regard to "extensions" into the community and particularly into industry. Agreements with four year colleges and universities enable students to complete advanced degree requirements on our campus. Academic offerings are modified to recognize "career concepts," thus breaking down one more barrier in the dichotomy existing between vocational and college transfer; courses are more relevant and are designed to have lifelong application. Through close articulation with neighboring institutions a high degree of course transferability has been achieved without compromising this institution's commitment to core programs, interdisciplinary approach and non-traditional methods. Consideration is being given to expanded opportunity for instruction through the medium of cable television.

While the College still identifies the areas of university transfer, career, and general studies in the credit program, the change in emphasis to product, accountability, and lifelong education has, in part, broken down the clear distinction that once separated these areas.

University Transfer Programs

The College once identified four programs designed specifically to include courses usually encountered in the first two years of those seeking a baccalaureate degree. Now, however, there are many options. The College has continued to expand in traditional areas such as the arts and sciences, business administration, engineering, general studies, agriculture, medicine, law, etc. In addition, programs are included such as law enforcement, data processing, nursing, fashion merchandising, drafting, secretarial, and dental hygiene. Except

for budgetary considerations the College does not distinguish between vocational and college transfer programs; rather there is an emphasis on career design. Table 10 presents a summary of the four year institutions to which JCCC students have transferred.

Career Programs

Career programs as defined by the College in 1971 identified courses which would provide the student with a marketable skill at the end of a two-year sequence or less. Design was governed by manpower surveys, recommendations of advisory committees, College resources and funding guidelines of the State Department of Education. Limited by state guidelines and the Vocational Act of 1963, articulation with baccalaureate programs beyond two years was discouraged. The College, however, did and has continued to provide the career program student with the transfer option.

Programs are identified by a recommended sequence of essential courses that are considered minimal for job entry and supportive courses that might be viewed as optional but which would enhance the graduate's performance on the job.

Career Advisory Committees

Career advisory committees are appointed annually by the College Board of Trustees to study the feasibility and recommend the implementation of new programs. In the case of on-going programs, they make recommendations with regard to course content and program operation. As a consulting body, minutes are kept and reported to the Board of Trustees along with any actions taken on their recommendations by the Instructional Branch. The College relies heavily on such advice to assure relevancy of instruction in meeting rapidly changing industrial demands and in maintaining a close contact with the community such programs serve.

TABLE 10

FOUR YEAR TRANSFER INSTITUTIONS OF JCCC STUDENTS
WHO WERE ENROLLED PRIOR TO FALL 1972

College Attended Since Leaving JCCC	Number	Percentage
University of Kansas	116	35.8%
KSTC Emporia	38	11.8
Kansas State University	35	10.8
UMKC	34	10.5
Rockhurst/Avila	24	7.4
KSC Pittsburg	21	6.5
Other Non-Kansas Public*	24	7.4
Other Non-Kansas Private*	16	4.9
Other Kansas Public/Private*	16	4.9
Total	324	100.0%

* These institutions are identified in resource document 12, p. 13.

Note.--These transfer students were identified as students who had requested that a transcript be sent by JCCC to another institution. In each case, the transfer institution was asked to verify that the student was or had been in attendance. Of the 324 transfer students, 98 had graduated from JCCC with an AA Degree.

Eleven career programs have been implemented by the College and approved by the state as vocational. Four others are in operation but have not been sanctioned by the Vocational Division of the State Department of Education.

1. *The Drafting Technology Program* is based on standards established by industry in the metropolitan area. Students acquire "on the board" skills and related course work which will prepare them to enter the job market at the end of two years. Technical training includes principles and practices, engineering standards and conventions, familiarization with the application of design, photodrafting, technical illustration, reproduction techniques, specialization and a knowledge of the graphical solutions to varied engineering problems.
2. *The Electrical-Electronics Engineering Technology Program* provides comprehensive theoretical and practical training in electronics. Actual servicing problems are given to students as part of their course of study. The electronics laboratory is diagnostic and instruments used are of professional quality and in most instances the same as those used in industry.
3. *Electrical-Electronics Service Technology Program* prepares the graduate for initial employment, upgrading or retraining in the areas of assembling, testing, maintaining, servicing, or repairing electrical or electronic equipment. Instruction is provided in basic manipulative skills, safety judgment, and related occupational information. A non-math, non-science approach to electrical-electronics that stresses practical applied methods is used.
4. *The Law Enforcement Program* provides for both the candidate law enforcement student and the employed law enforcement officer in meeting

the needs of local law enforcement agencies. Technical education is offered through courses in criminalistics, criminal investigation, criminal law and other aspects of law enforcement. Selected courses involve participation and field experience in police facilities throughout the community.

5. *The Basic Police Training Academy* has been incorporated into the regular law enforcement program. As the demand reaches proportions requiring a separate academy, such will be provided through the continuing education program. This program does exceed the minimum mandatory training requirement of the Kansas Minimum Standards Act.
6. *The Marketing & Management Program* (previously Retail Marketing) prepares graduates for careers in retailing, store management and related areas. The program combines campus instruction with practical work experience at approved retail establishments in the community.
7. *The Secretarial Career Program* provides the necessary skills for students seeking immediate job entry into general office and secretarial positions. Work experience is available to students with the approval of the program coordinator. Legal, medical and other special options are available.
8. *The Nursing Program* qualifies the graduate to sit for State Board of Nursing examinations and, if successful, to receive licensure in the state as a registered nurse. The program prepares the nurse to give direct patient care. The student's total education is geared to the goal of "patient-centered" nursing.
9. *The Dental Assisting Program* continues to be an affiliate program with the Metropolitan Junior College District of Kansas City, Missouri.

Students concurrently enroll at JCCC and Penn Valley Community College. Supportive coursework is completed at JCCC with clinical and specialized courses taken at Penn Valley. Upon graduation, the student may sit for examination to become a certified dental assistant.

10. *The Respiratory Therapy Program* (previously Inhalation Therapy) is both an affiliate program and a transfer program. Students take a pre-clinical year at the College and follow up with a year of training in approved programs at Baptist Memorial Hospital or the Kansas University Medical Center.

11. *The Commercial Pilot Program* (previously Professional Pilot) prepares the student for various options through instructor pilot. Several levels of flight training are available through the College operated, FAA approved, flight school.

12. *The Air Traffic Control Program* as indicated in the 1973 Supplement was discontinued due to a depressed market for graduates of the program.

13. *The Flight Training Program* provides many certificate options to students within the framework of the Commercial Pilot Program.

14. *Data Processing* prepares students for entry level positions in programming and related occupations. On-the-job work experience is provided as an option for qualified students. A variety of courses (languages) is available since computer time is purchased from a number of vendors. In addition to those seeking employment skills, professionals enroll to upgrade and maintain their data processing knowledge.

15. *Fashion Merchandising* operating as a cooperating program combines campus instruction with practical work experience (in a fashion area) at an approved training station in the community. Using individualized

instruction, the student develops a better comprehension of self and his identity with the fashion world.

16. *The Dental Hygiene Program* draws on the community to provide patients for its clinic in which the students practice the theory and manipulative skills related to the profession. Upon completion of the program, graduates are eligible to sit for regional licensure as a dental hygienist.

General Studies

The general education program consists of four core survey areas of social science, humanities, communications and natural science upon which integration of the total learning experience may be realized. It is the intent to provide the student with a sense of his role in society.

A general program of studies provides the student with an exploration experience which may combine regular transfer courses, career courses, special courses and instructional services of the College Learning Center. In this program the objective is to assist the student in determining his educational goals and his capabilities.

College Learning Center

The College Learning Center is described as "a classroom for one" with emphasis on diagnosis and individually prescribed instruction. Courses are designed for credit or as a service to meet a multitude of needs. Services are available to residents of the county without charge.

Packaged programs in slide rule, medical terminology, calculus, study skills, etc., are available. Basic adult education and GED preparation are provided, as is instruction in English as a second language. Effort is made to match the student with methods that enable him to learn.

In addition, the College Learning Center houses a program for the hearing impaired student which offers support services, counseling, and education for a vocation or college transfer. The hearing impaired student enrolls in classes with hearing students. Their success is enhanced by the assistance of note takers, tutors, interpreters, and specialized attention provided by other staff in the College Learning Center.

Non-Credit Programs

Continuing Education Program

It is the philosophy of Johnson County Community College to provide a comprehensive program of continuing education that will offer individuals and groups educational opportunities leading to economic improvement, cultural development and enrichment of their personal and family lives.

The objectives of the continuing education program are to provide

1. An organized continuing education program for the adult community.
2. A comprehensive curriculum which will meet the diversified needs and interests of those the program is designed to serve.
3. Services and educational opportunities that will help adults to earn a better living, become better citizens, improve family life, and enrich their lives as individuals.

Staff: The Continuing Education Division is within the Instructional Branch of the College. The full-time staff includes the Assistant Dean of Instruction for Continuing Education, the Director of Continuing Education, a secretary, a clerk/receptionist, and a part-time evening clerk/receptionist. A community education project coordinator and a part-time emergency medical technician course coordinator presently work in the division but will not be employed after grant funds expire following this school year. All instructors in the

division are hired on a limited-time basis. From 90 to 100 instructors and lecturers are employed each semester to conduct courses offered.

Facilities: Courses offered through the Division of Continuing Education now meet on the JCCC campus, in five public libraries, six public schools, and two community centers. Classes occasionally meet in churches, apartment buildings, fire stations, and business offices.

Operation: The continuing education program functions on a year-round basis. Courses can begin at any time for a variable length of time depending upon the objectives of the course. In general, a class will be conducted when there are 12 paid enrollees. A course may be given only when a qualified instructor, adequate facilities and appropriate supervision can be made available.

Anyone 16 years of age or older may enroll in courses or other activities offered by completing the registration form and paying the required fee. Continuing education students are not required to complete the regular admission procedure of the College. There are no residence requirements, but residents of Johnson County have higher priority in cases of limited enrollment. When requested by a student and approved by the instructor, a certificate of completion is awarded to those who attend 75 percent of the class meetings.

Financial Support: The continuing education program is generally self-supporting to the extent that instructors' salaries and expenses are met by fees charged those enrolled in the program and/or by federal or state subsidy. The annual College general fund budget provides for continuing education program promotion, office expense, instructional material, classrooms and building space, and program administration and supervision. During each of the past three years, however, $25,000 of surplus revenue from fees has gone into the general operating fund.

During the five fiscal years of the College the amount budgeted for continuing education is as follows:

1969-70	$13,500
1970-71	44,005
1971-72	49,906
1972-73	60,349
1973-74	77,973

Curriculum: Most courses offered in the Division of Continuing Education are not for College credit. Very little specialized instructional equipment is used beyond that already obtained for utilization in other programs offered by the College and by secondary schools.

The Continuing Education Division has developed a close working relationship with a number of institutions in Johnson County and offers courses in cooperation with the Johnson County Library, Johnson County Mental Health Center, Johnson County Mental Retardation Center, Johnson County Parks and Recreation District, Small Business Administration, Red Cross, Naturalization Council and others.

Courses are regularly scheduled in 17 general instructional areas as follows:

AREA OF INSTRUCTION	REGISTERED ENROLLMENT				
	1969-70	1970-71	1971-72	1972-73	Summer 1973
Art and Music	14	66	237	226	0
Aviation	0	83	102	156	0
Business and Finance	12	88	757	658	134
Cultural Affairs	60	5	525	1,072	0
Developmental Skills	52	206	487	450	154
Folk Arts	0	0	108	485	0
Foreign Language	0	79	132	86	0
Home and Family	67	143	400	744	0
Human Relations	30	35	200	67	0
International Relations	0	0	96	156	0
Office Education	0	241	370	322	94
Photography	0	0	75	116	0
Practical Know-How	0	180	484	403	9
Special Interests	0	18	302	372	14
Sports and Recreation	38	48	360	427	181
Statewide Extension	0	0	0	138	48
Clinics for Youth	0	0	0	0	181
	273	1,192	4,635	5,878	815

Community Services Educational Programs

According to the JCCC philosophy, "It is anticipated that the College will eventually utilize the resources, talents, and opportunities of the community to the greatest possible extent and in turn, offer the community its facilities, faculty, and stimulus. Involvement of the community will encompass academic, social, cultural and recreational activities." The Division of Community Cooperation has the responsibility of implementing this philosophy. Community cooperation policies have been adopted by the Board of Trustees. The Board-Staff Committee on Community Services was appointed in February 1974 to establish a procedure for development and growth and to develop a report with recommendations to the Board of Trustees.

The Division of Community Cooperation includes the Director, the Coordinator of Public Information, the Coordinator of Community Services, the Coordinator of Publications and the College Receptionist. There is presently a part-time cultural program specialist also working in the division. Limited time specialists are employed to work in specific programs.

Focus is provided by the structure that makes the Division of Community Cooperation responsible for several of the usually recognized types of community programming. Flexibility is achieved by the fact that the Division of Community Cooperation facilitates and helps coordinate community programs provided by all divisions of the College.

Programs Provided by the Community Cooperation Division

VIEWS on the Changing Roles of Women: The emphases in the VIEWS program are three: understanding needs of women today; coordinating these needs with the needs of all family members; encouraging women to look at the options available to them in addition to home life--in education, in the community and in

employment. A sustained high enrollment (over 400 women each semester) and enthusiastic evaluations indicate that the program is meeting community needs.

Senior Citizens: The areas of programming include cooperation with ongoing senior citizens programs and aiding in establishment of new programs by other agencies; organization of the JCCC Brown and Gold Club; exploration of needs and resources for education of the personnel of agencies providing services to the elderly; initiating the development of a program to prepare people for retirement. Presentations by instructors and students are provided in various senior citizen club locations as well as on campus.

Great Decisions: Johnson County Community College is the local sponsor of the Foreign Policy Association's Great Decision groups. Approximately 200 individuals participate in from 15 to 20 discussion groups in the county every spring. The College sponsors and provides discussion leaders for two or three groups, one on campus and one or two off campus.

Cultural Programs: In 1973-74 funds were assigned to the Community Cooperation Division for cultural programming. This year's programs include a series of six chamber music concerts, a regular concert and a pop concert by the Kansas City Philharmonic, an architecture-art-music film series, a popular science lecture on flying saucers, a speaker series on international affairs, and two jazz concerts.

Cable Television Programming: During the spring of 1974, the Division of Community Cooperation provided public service programs over an educational channel of a cable television network that serves about 15,000 residences. The channel was also used to publicize College activities and to furnish information about opportunities available at the College. Plans are being formulated to increase such programming and to improve its quality during the next academic year.

Programs Administered by Other Divisions

Library Resources and Services: All citizens of Johnson County are welcome to use the library and have access to all reference services. Material may be checked out upon presentation of proof of residency in Johnson County.

College Learning Center Services: JCCC offers community residents the chance to pursue special educational needs and interests on an individualized basis at the College Learning Center. A fee is charged for most non-credit courses.

Counseling and Testing Services: Through the counseling office, a wide range of counseling and testing services are made available to community residents on request. These include interest inventories, College Level Examination Program (CLEP) tests, and the General Educational Development (GED) tests. Special counseling and testing is available to hearing impaired persons. Referral services to community social agencies are maintained.

Cultural and Recreational Activities: The Jazz Ensemble was formed in 1971. It is composed of musicians from the community. The group rehearses for 12 weeks and presents one program each semester to the public; they are also available for a limited appearance schedule.

Prior to 1973-74 community cultural programs were generally an extension of the programs planned for instruction in courses and included two year-long interdisciplinary series. The programs were geared to the needs and interests of the students, but the public was invited to attend.

A community theater group, the Barn Players (founded in 1955) moved its summer productions to the College in 1973. The first summer season was a success and a second season has been set. During 1973-74 two series of dinner theater productions were also held on campus.

Recreational opportunities are offered by making the physical development facilities of the College available for community use when not required by the College. A community activities instructor organizes and supervises the evening activities for students, staff and community. Participation has been good. During the summer of 1973, several physical education clinics were held on campus which were open to the community.

Community Development: Community development programs are cooperative efforts of the College with other local agencies and groups to help citizens find increased opportunities for participation in community life. The College works with county government officials, county agencies, school districts, the League of Women Voters, the United Community Services and area chambers of commerce in an effort to determine the best use of the College resources in community development activities.

As an example, in the fall of 1973, the Johnson County Community Forum was established to provide public hearing on current issues. The first forum, which drew approximately 200 persons, focused on Health Services in Johnson County.

The College also initiated the formation of the Bicentennial Commission.

Through the Institute for Community/College Development (IC/CD), the College has become a repository of data about the community. Various surveys, polls and studies have been centered in this organization. A demographic study of the county, including the development of a model to indicate future growth, was conducted by the IC/CD with cooperative funding from the largest school district in the county. Several churches and business organizations have also had the institute conduct special demographic studies to help them plan for future needs. A seminar for educational and community planners was offered by IC/CD during the summer of 1973 by the project staff in cooperation with the Mountain-

Plains Community College Leadership Program and the American Association of Community Junior Colleges.

Community Services

In addition to the educational programs which it conducts and coordinates, the Community Cooperation Division also coordinates services to the community that are not directly educational, but which are a part of the interchange of resources, talents and opportunities between the College and the community called for in the College philosophy.

Use of College Facilities

The community use of College facilities became a viable program with the move to the permanent campus in the fall of 1972. College facilities are made available to community groups when they are not in use for the College's instructional program. The objectives of this program are to provide facilities that are often unavailable in other parts of the community; to make maximum effective use of tax-supported facilities for the benefit of all citizens whether enrolled or not; to produce revenue by space and equipment rental and through bookstore and food services to contribute to the retirement of College Commons revenue bonds; and to acquaint Johnson County residents with their community college through first-hand experience and interaction with the College. Approximately 275 community groups used College facilities in 1973.

Media Services

The services of the Educational Media Center are made available to county-based, non-profit organizations when this does not interfere with other aspects of the College program. In cases where JCCC is participating with another agency in a program, these services may constitute a part of the College's contribution. In other cases, the agency pays for the services, generally at cost. The

services are very much in demand and are sometimes not available because of the press of higher priority work. Services include publication design and development, typesetting, printing, photography, audio-visual materials production and support, television production and playback, etc.

Information Clearinghouse

An information clearinghouse publishes and distributes a child care directory, makes available mailing lists of community agencies, publishes and distributes an activities calendar and provides information on educational opportunities in the metropolitan area.

Dental Hygiene Clinic

The Dental Hygiene Clinic on campus is available to students, staff, dependents of staff and members of the community. Since it became operational February 1, 1973, services have been provided to approximately 1,000 patients. The services provided by the Dental Hygiene Clinic include a review of medical and dental disease, oral prophylaxis and radiographs, topical fluoride applications, study models, and nutritional counseling.

Placement Office Services

The placement office offers assistance to individuals in the community, as well as to students.

Speakers Bureau and Program Planning Assistance

The Community Cooperation Division operates the JCCC Speakers Bureau which arranges for staff members to speak to community groups, usually on a no-fee basis. The division also acts as a referral service, arranging for non-staff speakers and groups to contact each other directly. A total of 122 requests were filled in calendar year 1973. In addition to the JCCC Speakers Bureau, the division offers complete program planning to groups requesting assistance.

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CRITICAL ANALYSIS

The work of seven task forces bears on the evaluation of JCCC educational and community service programs. The reports of these groups serve as a basis for many strengths, areas of concern, and recommendations that follow. Each of these documents identifies previously existing research and describes new research upon which the task force analysis is based. An attempt has been made to synthesize and report on the more substantial findings of the task forces and to integrate strengths, concerns, and actions identified by other means. Those who wish to examine in more detail the findings of the task forces or the research upon which they are based should refer to the original documents. The resource documents directly pertaining to this chapter are 4, 5, 6, 7, 8, 9, 12, 15, 17, 22, 23, 25, 36, 38, 46, 47.

Strengths

1. The comprehensiveness, interdisciplinary character, relevance and flexibility of programs that were cited as strengths in the Status Study have been enhanced through continued reexamination and revision of the various programs.

2. The strength of the university transfer program is attested to by studies that indicate that students who transfer from JCCC to other institutions meet with approximately the same degree of success at these institutions as they did at JCCC (12).

3. Data generated by formal studies reflects a high percentage placement of career students. Initial program review through follow-up studies provides a measure of evidence supporting job satisfaction, satisfaction with course and program content, and employer satisfaction (4,36).

4. The emphasis on individualized instruction has been expanded through extension into such areas as communications, dental hygiene, and nursing and through the expansion of the College Learning Center program.

5. Efforts at articulation have continued and have resulted in the wide acceptance regionally of courses designed for university transfer. Information on transferability in the form of an articulation handbook is widely disseminated among the staff and is readily available to students (12). Of special

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significance is the fact that students who complete two-year career programs are succeeding in transferring into four-year programs in other institutions.

6. Carefully developed objectives, expressed in terms of outcomes, exist for most courses of study. These objectives are made known to the student in the College catalog, by the counselor during student program-building, and by study-guides distributed in the classes. Work is underway in developing such objectives in areas where they do not exist.

7. A wide variety of educational, cultural, and recreational activities involving the community are fostered by the community services program. Both the demand for additional activities and the participation in the existing ones indicate that this program is satisfying community needs (5).

8. The growth of the continuing education program in enrollment and in the variety of its offerings indicates that attempts to meet community needs in this area are succeeding. Survey results indicate that persons enrolling in these courses do so to meet the needs identified by the College philosophy and that they are generally well satisfied with them (8).

9. The utilization of such community services as the use of College facilities, media production, and the Dental Hygiene Clinic, as well as the satisfaction expressed by the users of these services indicate that goals are being achieved in this area (6).

Previously Identified Concerns

1. The NCA examining team in January 1972 cited that student follow-ups and program evaluations were needed to evaluate the success of the College in terms of outcomes.

Actions taken:

- Five student follow-up surveys were completed during the 1972-73 academic year (17).
- The initial placement survey of career student graduates and non-graduates with marketable skills for the academic year 1972-73 was completed during the fall of 1973 (36).
- An evaluation of College Learning Center Instruction in Six Subject Areas was completed January 1974 (15).
- A data specialist was hired March 1972 to operate a JCCC data bank.
- During the fall of 1973, the mathematics staff developed and used a pilot placement test. The instrument was used during the spring of 1974 to advise students in selecting one of three levels of algebra.

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- Data on students transferring to other institutions has been collected and analyzed (12).

- The Communications 101 staff during the fall of 1973 collected and had analyzed pretest and posttest data for students enrolled in an experimental program and in a typical class.

- The nursing staff has collected and had analyzed pretest and posttest data for their first graduating class.

2. The Status Study indicated a need to evaluate non-traditional techniques as to their relative effectiveness.

Actions taken:

- Studies have been conducted concerning the audio-visual-tutorial method of instruction, Communications 101 courses and the College Learning Center (15,46). These results have been subsequently used to make appropriate program modifications.

- The position of Instructional Development Specialist has been established in the Dean of Instruction's office. Evaluation of instructional methods will be one of his primary concerns.

3. The NCA examining team expressed a concern about limited or belated involvement of staff as opposed to advisory committees in designing career programs.

Actions taken:

- This concern grew out of the use of advisory committees in designing career programs and was largely the result of the great amount of such work being done with the small staff available in the early days of the College. An advisory committee is presently used to investigate the feasibility of a potential career program. Actual design of the program is done after feasibility has been established and staff hired to design the program with the assistance of the advisory committee.

4. The NCA examining team expressed a concern about the absence of more specific guidelines as to the use of general education core courses as electives by career students.

Actions taken:

- The College has reviewed and reaffirmed its philosophy of tailoring the individual student's program to his needs.

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- General education core courses are included in the programs of career students when, with the agreement of the counselor, it seems that such courses will fill the student's needs and further the attainment of the program goals of the student.

Self-Study Concerns

1. Inadequacies and inconsistencies in the identification and collection of follow-up and placement data have been identified in the process of doing follow-up studies. These grow out of variations in definition between the state regulating agency and the College, inadequately developed procedures and instruments, and unrealistic state requirements which threaten to overburden the capabilities of the College in follow-up activities while still not providing the necessary data (4).

Action taken:

- The Career Placement and Follow-up Task Force has been given an additional charge to develop College-wide guidelines for the evaluation of career programs.

Recommendation:

- That the Career Placement and Follow-up Task Force include in the guidelines for evaluating career programs recommendations for a uniform approach to follow-up and placement data collection and evaluation.

2. While studies have been made relative to needs of the community in limited areas, no broad study has been made of community needs since the winter of 1968-69 (5,6,8,9).

Recommendation:

- That the College plan and conduct a community needs survey as soon as possible.

3. The opportunity for expansion of programs in community services seems almost limitless. Both task forces working in that area saw a need for more explicit guidelines by which to apportion the resources available among the various aspects of the total College program, including community services (5,6).

Recommendation:

- The concern expressed by the task forces was recognized independently of them by the Board of Trustees and engendered the

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appointment of a Board-staff committee to study the problem and make recommendations. The work of this committee should provide the necessary guidelines.

4. Studies indicate that a significant portion of JCCC students "stop out" rather than drop out and that nearly half of the students are "reverse transfers," that is, when they enrolled for the first time at JCCC, they had previously attended some other college (7,17). There may be factors at work which, if they were fully understood, might enable the College to better serve the student and the community.

Recommendation:

- That the College study the feasibility of securing information on why students "stop out" and "reverse transfer."

5. Only 26 percent of the students enrolled in continuing education are men (8).

Recommendation:

- That the continuing education staff examine its offerings and its publicity to see whether or not male enrollment can be increased.

6. It seems quite possible that sources of funding through government or other grants are not being fully exploited by the College (5).

Recommendation:

- That the grantsman position provided in the 1973-74 budget be filled and that alternate sources of funding be vigorously pursued.

7. Although there are joint efforts at coordinating community programming among the College and other community agencies, there is a need for improvement in defining areas of responsibility, providing for cooperation and in eliminating duplication (5).

Recommendation:

- That the College participate in efforts to achieve top-level coordination among various county agencies.

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8. The Task Force on Credit Program Follow-up identified concerns that reflect on the adequacy and effectiveness of the curriculum (7).

Recommendation:

- Because the conclusions drawn by the task force do not appear to be justified by the available data, it is recommended that the Office of Institutional Research reexamine and analyze the raw data gathered for the task force to ascertain what conclusion they justify.

9. Opportunities seem to exist for the increased use of television as a medium for extending the educational and community service programs into the community (5,25).

Recommendation:

- That the College continue to explore the feasibility for the increased use of television, both by cable and, in cooperation with other metropolitan area colleges, by use of public broadcast television.

10. Research has shown that many students leave the secretarial program prior to graduation and are finding employment in their area of study (17,36).

Action taken:

- A study of employer secretarial training requirements has been conducted and results verify the need for a shortened program (42).

Recommendation:

- After determining the feasibility of augmenting the current two-year program, the secretarial staff should begin planning for the development of a shortened program.

CHAPTER IV

RESOURCES

Finance

The Johnson County Community College receives its financial support from revenue acquired through various means authorized by statute. Fiscal accountability from receipts through expenditures is provided by the business office.

Revenue

The revenue for the operation of the College is received from tuition paid by students for credit hours of enrollment, state support for credit hours of instruction, ad valorem taxes assessed against the valuation of Johnson County, state and federal grants and miscellaneous fees. Table 11 presents the projected revenue by source for 1973-74. Revenue is received into the following funds for various aspects of the operation.

General Operating Fund: The day to day operation of the College is financed by the general operating fund. This includes salaries for staff, instructional supplies, utilities, and all other expenses incurred in the operation of the College. Revenue to support the general operating fund ($4,473,737 for the 1973-1974 fiscal year) is received from tuition, state aid, general fund ad valorem tax, vocational fund ad valorem tax, state and federal support and miscellaneous revenue.

Activity Fund: Incidental day to day transactions for students and staff activities are accounted for in the activity fund.

Special Building Fund: This fund is approved by the Board of Trustees for a period of five years and funds are accumulated from one year to another. The fund can only be for capital expenditures. An assessment of .1772 mills on the assessed valuation of the county provided $107,570 from the 1973 levy.

TABLE 11

GENERAL OPERATING FUND
1973-1974

Source	Projected Revenue		Percentage
Ad valorem tax:			
3 mill levy for operation and maintenance	$1,418,024		
2 mill levy for vocational programs	617,261		
Total		$2,035,285	45.5%
Tuition:			
Academic year	$ 949,146		
Summer school	71,104		
Total		$1,020,250	22.8%
State Aid:			
State community college aid	$1,023,960		
Vocational aid:			
Business Management Division & Engineering & Technology Division	60,000		
Total		$1,083,960	24.2%
Fees:			
Aviation Program	$ 35,500		
Continuing Education	20,000		
Total		$ 55,500	1.2%
Grants and Federal Funds:			
Hearing Impaired Program	$ 55,000		
Police Academy	12,000		
Community Education	10,000		
Veterans Grant	20,205		
Nursing Capitation	25,111		
Dental Hygiene	44,873		
Total		$ 167,189	3.8%
Contingency		$ 78,000	1.7%
Miscellaneous		$ 33,553	0.8%
Total		$4,473,737	100.0%

Bond and Interest Fund: A levy of 1.7461 mills assessed on the 1973 county valuation provides $1,061,120 with which to retire bonds and pay interest on the $12.9 million general obligation bonds.

Social Security Fund: A mill levy assessment of .1839 on the 1973 county valuation provides $111,824 with which to pay the employer's share of social security.

Expenditures

The Board of Trustees approves the expenditures of all College funds. Expenditures are made by check and only for the purposes of payroll, accounts payable, and bond and interest payments.

Budget

The entire salaried staff is involved in preparation of the Budget. Projections of the financial needs of each branch and division are made. The anticipated revenue is then allocated to these needs on a priority basis and the resulting information is formulated as a preliminary budget. Budget requests are subject to the approval of the division director, branch dean, Vice President, President and Board of Trustees. The President presents the budget to the Board of Trustees for final approval and at that point takes the responsibility for the adequacy and propriety of the total budget. The operating budget for 1973-74 is in Table 12.

Staff

The term staff is defined to include all employees of the College. Staff members are categorized as either salaried or hourly.

Salaried Staff

The term salaried staff is defined to include non-instructional staff (e.g., counselors, librarians, administrators and research specialists) as well

TABLE 12

GENERAL OPERATING BUDGET
1973-74

Organization	Budget
Board of Trustees	$20,650
Office of the President	61,394
Office of the Vice President	87,797
Personnel Office	27,342
Office of Community Cooperation	100,048
Institutional Research	45,317
Security	68,409
Business and Facilities Branch	191,550
Business Division	82,933
Facilities Division	460,624
Custodial	215,444
Maintenance	69,361
Grounds	37,310
Instructional Branch	63,210
Assistant Dean of Instruction (Continuing Education)	77,973
Assistant Dean of Instruction (College and Career Programs)	236,651
College Learning Center	105,489
Business & Management	320,170

Organization	Budget
Engineering & Technology	$253,784
Natural Science	412,239
Physical Development	47,476
Social Science & Humanities	444,331
College Services Branch	35,620
Admissions & Registrar	74,266
Intercollegiate Athletics	28,357
Student Activities	52,300
Counseling & Guidance	209,104
Data Processing	126,294
Assistant Dean of College Services	55,877
Library	161,585
Audio Recording	11,552
A. V. Services	15,930
Graphics	67,985
Photography	27,788
T. V. Services	40,307
Printing	71,037
Stenography	66,233
Total	$4,473,737

as instructors. JCCC employed 166 full-time and 84 part-time salaried staff members as of the 1973 fall semester. Of these, 188 were instructors and 62 were non-teaching personnel. A profile of the salaried staff is presented in resource document 32. The data for the salaried staff presented in Tables 13 through 17 can be briefly summarized as follows:

- The median age is 33 years.
- Seventy-four percent of the full-time and 67 percent of the part-time have at least a master's degree.
- The 166 full-time represent 52 parent institutions and the 84 part-time represent 33 parent institutions.
- The median number of years teaching experience for full-time instructors is seven years.
- Prior to joining JCCC, of the full-time salaried staff, 38 percent were teaching, 22 percent were students and 40 percent were employed in non-teaching jobs.

Hourly Staff

The hourly staff consists of 107 full-time employees. Although hourly personnel are primarily employed to perform specific job tasks, they are also expected to participate in the overall operation and policy development of JCCC. The 107 hourly staff consists of 37 secretaries or clerks, 23 custodians, 12 maintenance, 10 machine operators, six security officers, six food service workers, five graphic artists, two media technicians, two PBX operators, two library aides, one interpreter and one proofreader.

Instructor-Student Ratio

Based on 2,643 full-time equivalent students for the fall semester 1973, and 125 full-time equivalent instructors, the instructor-student ratio was 21:1. This ratio has steadily decreased from the 23:1 reported for the fall of 1970. A summary of sections, enrollment and class sizes by course groupings is given in Table 18.

TABLE 13

AGE CHARACTERISTICS OF FULL-TIME SALARIED STAFF MEMBERS, FALL 1973

Statistic	Age (Years)
Mean	35
Median	33
Range	22 - 60

TABLE 14

FORMAL EDUCATION OF SALARIED STAFF MEMBERS BY LEVEL OF EMPLOYMENT, FALL 1973

	Number of Staff	
Degree	Full Time	Part Time
None	10	6
AA	2	1
Bachelors	32	21
Masters	108	50
Specialists	1	0
Doctors	13	6
	166	84

TABLE 15

AMOUNT OF TEACHING EXPERIENCE OF FULL-TIME INSTRUCTIONAL STAFF MEMBERS, FALL 1973

Statistic	Years of Experience
Mean	8
Median	7
Range	0 - 20

TABLE 16

MAJOR ACTIVITIES OF FULL-TIME SALARIED STAFF MEMBERS PRIOR TO JOINING JCCC, FALL 1973

Activity	Number of Staff
High School Teacher	14
Student	37
Four-Year College Instructor	25
Two-Year College Instructor	13
Non-Teaching	65
Proprietary School Teacher	11
Housewife	1
Total	166

TABLE 17

RELATED EXPERIENCE OF FULL-TIME INSTRUCTIONAL STAFF MEMBERS, FALL 1973

Type of Experience	Percent of Instructional Staff*
Elementary Teaching	9
High School Teaching	32
Two-Year College Teaching	19
Four-Year College Teaching	27
Non-Public Teaching (Private School, Industry, Military)	19
Work (Non-Teaching)**	45

* An instructor may be included in more than one classification.

** Applies to work experience directly related to teaching field.

Note.--Relates to experiences prior to employment at JCCC.

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TABLE 19

NUMBER OF STUDENTS, CLASS SIZE, AND CREDIT HOURS BY DISCIPLINE, FALL 1973

Division and Program	Number of Full-Time Equivalent Instructors*	Number of Students	Student Credit Hours	Average Cla./Class, In Sr.-Level	Average Class Size
Business and Management					
Data Processing	1.1	149	888	285.6	16.9
Fashion Merchandising	1.7	92	274	295.0	15.1
General Business	13.4	1341	5832	435.2	24.0
Journalism	1.7	102	306	255.0	12.0
Marketing Management	.6	33	99	165.0	11.0
Secretarial	4.2	488	1414	336.7	22.4
Division Totals	23.7	2305	8813	371.9	24.9
College Learning Center					
Basic Programs	2.6	194	275	N/A	N/A
Adult Basic Education	1.0	128	N/A	N/A	N/A
Hearing Impaired	1.8	19	47	N/A	N/A
Division Totals	5.4	341	322	N/A	N/A
Engineering/Technology					
Aviation (Flight)	2.8	68	50	N/A	N/A
Aviation (Ground)	.4	12	171	427.5	28.5
Drafting Technology	1.2	55	269	224.2	14.9
Electronics	2.0	134	408	204.0	13.6
Engineering	.8	35	225	281.0	25.0
Mathematics	10.2	1181	4458	445.0	29.3
Photography	.2	15	63	225.0	15.0
Division Totals	17.4	1568	5616	425.1	25.2
Natural Science					
Dental Hygiene	4.8	144	432	43.2	N/A
Respiratory Therapy/Dental Assisting	3.3	75	71	N/A	N/A
Life Sciences	7.4	271	1152	498.2	29.7
Nursing	9.0	82	428	46.4	N/A
Physical Sciences	8.0	561	2571	321.4	21.8
Division Totals	34.4	1603	5020	223.4	14.9
Physical Development Division	2.4	172	583	242.9	16.3
Social Science/Humanities					
Art	4.3	386	1158	268.1	17.9
Communications	20.7	2757	7167	331.3	23.6
Independent Studies	N/A	21	63	N/A	N/A
Humanities	5.5	914	2749	475.8	31.8
Law Enforcement/Police Academy	2.4	378	1064	435.8	28.1
Music	1.1	234	264	120.5	8.0
Social Science	4.8	1428	4478	467.9	31.2
Division Totals	43.3	6169	17963	382.8	25.3
Total All Divisions	171.4	12961	39682	316.2	23.1

* Full-time equivalent instructors inclusive of program coordinators.

Salary

Initial salary is primarily based on supply and demand. Other factors taken into consideration include relevant academic training, experience, professional accomplishments, and current salary.

Salaries are reviewed annually. Salary advancement is subject to the availability of budgetary resources in conjunction with the following three factors: (1) performance, (2) changes in the cost-of-living, and (3) changes in institutional competitiveness. The latter two factors are calculated by the Office of Institutional Research. The instructional salaries for 1970-74 by position are summarized in Table 19. Data are collected and analyzed annually in an attempt to compare JCCC instructional salaries with those being paid by other institutions--locally, regionally and nationally. The reports of these studies are made available each year to the staff (19).

Staff Benefits

The College provides full-time employees with the following fringe benefits:

- Free hospitalization and major medical insurance.
- Free ten thousand dollar term life insurance with ten thousand accidental death and dismemberment insurance with option to purchase additional at nominal cost.
- Free salary protection insurance beginning on the 31st day of illness.
- Blanket liability insurance covering employees' actions in the line of duty.
- Minimum of ten working days vacation with pay each fiscal year for staff with twelve month contracts.
- Participation in the Kansas Public Employees Retirement System.
- Workmen's Compensation Insurance.
- Reimbursement of tuition for approved courses at JCCC.

TABLE 19

INSTRUCTIONAL SALARIES FOR 1970-74
BY POSITION

		Monthly Salary	
		Instructors	Directors
1970-71	Mean	$1089	$1300
	Range	$856 - 1374	$1125 - 1417
1971-72	Mean	1127	1394
	Range	889 - 1469	1205 - 1499
1972-73	Mean	1167	1469
	Range	880 - 1537	1417 - 1531
1973-74	Mean	1202	1473
	Range	933 - 1607	1192 - 1568

- Sick leave at the rate of one day per month cumulative to 72 days.
- Payment to make up for regular salary lost as a result of jury duty or other legal commitment not of the employees' choosing.
- Average of nine paid holidays per year.
- Maternity leave not to exceed twelve months.
- Military leave for staff members called to active duty.
- Up to five days per year of sick leave time due to illness in staff member's family or to attend funerals for those outside the immediate family.
- Up to five days leave with pay in the event of a death in the staff member's immediate family.

Full-time salaried staff members are eligible for consideration for sabbatical leave after six years of employment. Salaried staff members with twelve month contracts may negotiate for additional vacation time.

In-Service Training

In-service training is an integral part of the instructional year. Two to three days are dedicated at the beginning of each semester for in-service training dealing with topics such as accountability, behavioral objectives and program evaluation. During the pre-teaching days of each semester, time is devoted to professional planning. Days have also been identified each semester to enable each instructional division to do curriculum planning.

Evaluation

Staff members are evaluated annually. Mechanics are now being set up to objectively analyze all jobs (see Chapter I). In the future, staff members will be evaluated against these job descriptions.

1974 Institutional Survey of Staff Services/Benefits

The purpose of this survey was to evaluate the services and benefits offered to the employees of Johnson County Community College. The instrument

was designed to determine the attitude of the employees concerning these benefits and was administered to staff members in February 1974. Two hundred nineteen out of 302 staff members (72.5%) completed the survey. The survey instrument was composed of 18 areas including 50 items to be answered satisfied, neutral, dissatisfied, or not observed. The results of the survey were tabulated by type of staff member: hourly, salaried (non-teaching) and all staff combined (10).

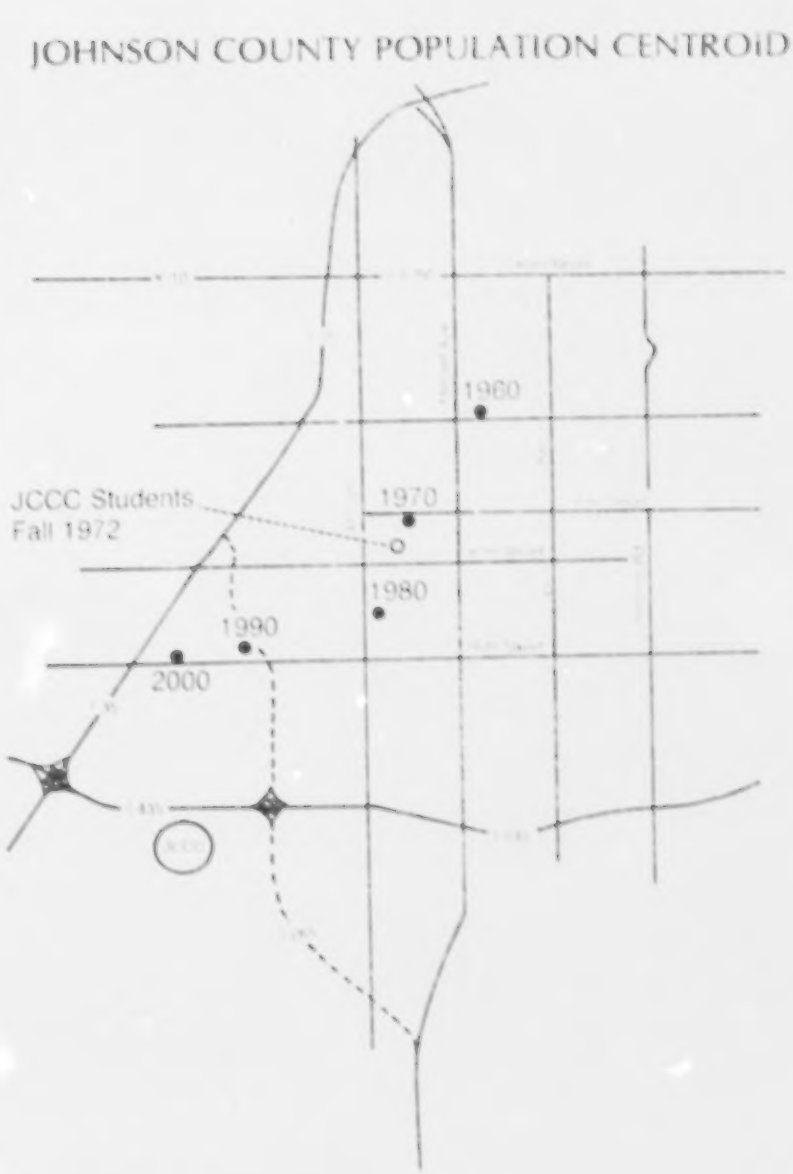
Facilities

The planning, design, and development of the permanent campus was based on the philosophy that educational facilities should be tailored to the educational program. In order to accomplish the educational objectives embodied in the philosophy of the College, it was necessary to closely integrate program, staff, and facilities. All aspects of planning were based on educational specifications. These staff-developed educational specifications were predicated on such factors as projected student enrollment, educational needs of the community, development of programs and course offerings, and available financial resources.

Site Selection

The selection of a desirable site is one of the first tasks in planning a permanent campus. In September 1968 a three-member team from the Council for Educational Facility Planners was named to assist in reviewing JCCC site selection criteria and to recommend three site choices to the Board of Trustees. The most important site selection criteria were established as accessibility, environment, internal site characteristics, size, and cost. In December 1969 the Board authorized the purchase of the site. The original acquisition was 180 acres with an additional 40 acres purchased later to complete the 220-acre site for the permanent campus. As shown in Figure 2, the permanent campus will eventually be close to the population centroid of Johnson County.

Figure 2



* Population centroid is defined to be the geographic point in Johnson County where (1) one-half of the population lives north and one-half of the population lives south and (2) one-half of the population lives east and one-half of the population lives west. In 1970, for example, 108,831 lived north of 83rd Street and 108,831 lived south of 83rd Street while 108,831 lived east of Lowell and 108,831 lived west of Lowell.

Construction

Phase I facility planning was preceded by an extensive community needs survey conducted during November and December of 1968. This study produced information about the educational and occupational plans, expectations, and aspirations of the citizens and employers of Johnson County and of the Greater Kansas City area (13). A subsequent analysis and forecast of the labor market conducted by the staff for the Kansas Master Planning Commission reaffirmed the previous findings and provided additional insights into the economic needs of the region (40). Based on the results of these studies and upon interpretation of enrollment trends of existing comprehensive community colleges, initial JCCC curriculum and program plans were designed.

The completed first phase includes five buildings which provide a total area of 382,380 square feet. The cost of constructing and equipping the buildings was financed by a $12.9 million general obligation bond issue and $0.9 million supplemental federal funds. A sixth building, the College Commons, was financed by a $2.7 million revenue bond issue.

Brief descriptions of the six Phase I buildings and parking area follows:

- *General Education Building:* The three-story structure with 94,801 square feet houses general classrooms, faculty and administrative offices, a 280-seat lecture theater, a satellite library and various special rooms. The building was designed around a central core with seminar rooms on all floors and was constructed so that additional modules can be added in subsequent phases of construction.

- *Educational Media Center:* The three-story building with 93,825 square feet and an elevator for handicapped students was primarily designed for the storage and distribution of library materials and the production of media materials including slides, motion pictures, television, and printed matter. The building was built to accommodate the ultimate enrollment of 7,700 students (5,000 FTE). Until the enrollment reaches that level some of the space is being used to house twelve general classrooms, art and drafting studios, instructional photography and electronics laboratories, and instructional offices.

- *Science and Technology Building:* The two-story building with 62,177 square feet includes a satellite library, two division offices, office space for 40 instructors, two 75-seat lecture halls, one 100-seat lecture hall and space for an additional 100-seat lecture hall. The science laboratory complex includes a greenhouse, animal room, and laboratories for chemistry, audio-visual-tutorial instruction, natural science, dental hygiene, and law enforcement programs. Stubbed-in laboratories are provided for future expansion.

- *Campus Services Building:* The single-story, 22,514 square foot structure was designed to house the cooling portion of the all-electric system as well as operation and maintenance facilities and is the only campus facility not totally air conditioned. The building includes an administrative office complex, a central warehouse, a maintenance shop, a vehicle repair area, showers, and dressing room area. Cooling towers, a pump station, and a vehicle storage area are located in two adjacent screened yards. The building was designed to serve the ultimate enrollment of 7,700 students (5,000 FTE). In the interim period the expandable space is being used to accommodate some of the needs of a limited art program.

- *Gymnasium:* The building with 50,123 square feet was designed to serve the athletic, recreational, and physical development requirements of persons of all ages, interests, and abilities and houses three cross-court gyms with space convertible to a 2,700-seat, full-size gymnasium. The basement area contains a weight room, a wrestling room, classrooms, a varsity dressing room, storage, and shower facilities. The administrative complex adjacent to the lobby includes a conference room, space for ten faculty members and a division office, and facilities for minor first aid care. The building has direct on-grade access to athletic playing fields.

- *College Commons:* The building with 58,940 square feet was built on six levels and has an elevator for handicapped students. It houses a bookstore, food services ranging from a snack bar operation to dinner meetings accommodating from 10 to 500 persons, recreational facilities, lounges, meeting rooms, an informational center and display area, and student activity offices. Like the Educational Media Center and the Campus Services Building, the College Commons was designed for the ultimate campus enrollment of 7,700 students (5,000 FTE).

The six buildings are located on a plateau near the center of the site with adequate surrounding space to provide a buffer against land development and to preserve a feeling of the agricultural heritage of the area. Parking for 1,840 vehicles is provided for students, staff, and visitors. Vehicular traffic and parking are visually concealed from the central campus.

Educational Media and Data Processing

Educational Media Center

The Educational Media Center (library, media production section and word production section) integrates what is generally known as a unified learning resources program into a larger program which has as its mission meeting the media needs of the entire College. The development of media resources at the College is based on the policy (30) that all forms of media should be available to the staff and students in quality and quantity sufficient to significantly assist the College in accomplishing its educational objectives. The Assistant Dean of College Services is also Director of the EMC.

Library

The library operates on the premise that it should (1) provide comprehensive media services for the students and staff; (2) provide easy access to required media, equipment, and facilities; and (3) furnish the staff necessary to provide guidance and assistance in the effective use of the available media.

Services of the Library: The library maintains a comprehensive collection of media--books, periodicals, films, slides, tapes and micro-forms--and provides a trained staff consisting of the EMC director, who serves as head librarian, four professional librarians, two aides, and three part-time monitors to assist students and staff in locating and using media.

Materials and Equipment: The library currently maintains a collection of approximately 25,000 books, 450 current periodicals including some on microfilm, over 70,000 documents on microfiche (principally the ERIC Collection) plus an expanding collection of over 15,000 35mm slides, and audio and video tape recordings. In addition to purchased materials, much of the media produced at the College becomes a part of the library collection.

Facilities in the main library for use of media include seating for 621 patrons, 25 slide/tape units, tape recorders, microform readers and reader-printers, phonographs, and an electro-static photocopier.

The library materials budget has been designed to provide funds adequate to build a good basic collection of materials for the College as rapidly as the staff available could, using sound selection techniques, select and process materials. A complete history of library expenditures for other than furniture and equipment since the inception of the College is summarized below.

Fiscal Year	Expenditures for Materials	Other Expenditures	Total
1968-69*	$ 38,566	$ 13,433	$ 51,999
1969-70	36,185	40,210	76,395
1970-71	51,184	71,591	122,775
1971-72	50,052	90,848	140,900
1972-73	49,302	102,009	151,311
1973-74**	63,000	98,585	161,585
Total	$288,289	$416,676	$704,965
Mean	$ 48,048	$ 69,446	$117,494

* Expenditures during six months, 1-1-69 through 6-30-69

** Budget figures

Use of the library has steadily increased since the College moved to its present facilities. Total circulation, for example, during the fall semester, 1973, was up 60 percent over fall 1972 (enrollment increased 14 percent) and 137 percent over fall 1971 (enrollment up 30 percent).

Media Production Section

The principle function of the media production section is to provide for the design and production of educational and communication media for the students

and staff. The media production staff is available to provide guidance and assistance in the design and production of high quality graphic, photographic, audio- and video materials which meet specific needs and which are not available from commercial sources.

Media Production Services: The media production section provides media for use in the communication of College information and business and in the instruction of students. The staff consists of a coordinator, a graphics supervisor, five graphic artists, two photographers, a television producer/director, a television engineer, an AV technician and an electronic repairman.

Word Production Section

The word production section is designed to produce high quality typewritten and printed materials for the College staff. The section is established on the principle that the latest available high-speed technology and a centralized production staff should be utilized to provide high-quality typed and printed reproductions, economical operating costs, accessibility to all College personnel, fast production time, and versatility in the reproduction of written materials.

Word Production Services: The word production section provides reproduction services in the form of typing and offset printing. Consulting and production services are provided by a staff which consists of a supervisor, one proof reader, two job control clerks, five magnetic tape recording typewriter operators, and two offset press operators.

Data Processing

JCCC has chosen to utilize large computing capabilities to provide maximum services but hold down costs by not having the responsibility of owning computers or providing the staff to maintain or operate them. The utilization of service

bureaus and the leasing of remote "service" terminals allows the College to do this.

Implementation

For instructional needs the College has leased four keypunches, a sorter, and a reproducer. Batch processing is handled through a remote batch terminal. Three teletypes and one teletype-compatible C.R.T. terminal are used in conjunction with time-sharing requirements.

Administrative record keeping is accomplished through the use of an on-line system. Phase one of the on-line system encompassing student information and master schedule data is currently operational. The student information area consists of demographic, high school, testing, previous college, current registration, and transcript data. Registration is on-line with normal editing on classes for full sections, time conflicts, and credit hour differentials. Phase two will be the implementation of a comprehensive business and financial system, also on-line, with many data base elements interacting with the student personnel data base. Phase three of the on-line system will cover a library acquisitions and cataloging system for the library with phase four encompassing circulation.

Staff

The staff consists of a director, programmer/systems analyst, laboratory supervisor and the equivalent of one and one-half laboratory assistants.

Cost

Cost of the administrative data processing system has proved to be low. Hardware, software, computer time, telephone, supplies, modems, and personnel costs for the entire system are less than $130,000 per year.

Research

The College philosophy defines the objective of educational and institutional research to be "the development and optimum allocation of institutional resources by means of systematic planning and evaluation." The implementation of the philosophy in College activities in institutional and educational research is carried out by the five Office of Institutional Research staff members. They include a director, a research evaluation specialist, a data specialist, a research assistant and a clerical aide. Services available to the staff range from consulting with staff members who are engaged in educational development activities to planning, conducting, analyzing, and documenting an entire project. Generally the level of participation lies between these two extremes.

Requests for research support may be initiated by any staff member and are undertaken on a priority basis. Requests are initiated by meeting informally with a staff member of the Office of Institutional Research. If the proposed project requires a substantial involvement, this step is followed by a written request to the Director of Institutional Research submitted through the appropriate director and dean.

The following research activities and projects are examples of the continuing effort to use research in systematic planning and evaluation.

Development and Operation of JCCC Data Bank

This effort involves the compilation and correlation of data which characterize and affect College operation. The branches and divisions are asked to file pertinent data in the data bank. The information is checked for accuracy and consistency by the data specialist. The College staff is encouraged to call upon the data bank for necessary information and statistics and to contribute additional data to it.

Institutional Competitiveness Study

An objective comparison of the College salary structure for instructors with respect to local, regional and national competitiveness is completed annually (19). Salary data are obtained from a representative sample of community colleges. The results of the study are prepared for use by the administrative staff and the Board as an aid in evaluating the JCCC salary structure.

Student Follow-up

Five studies were completed during the 1972-73 academic year (17). These studies were

- *Student Attitude and Value Study:* A survey to determine student attitudes toward College administrative policies, their life ambitions and goals, and their self-ratings on selected personal traits.
- *The General Class Profile:* A study to obtain information on the general characteristics of the student body, their current employment and educational status, their plans for the future, and their opinion of JCCC in both specific and general areas.
- *The Career Student Follow-up:* A study of former career students to identify current employment and educational activities, and the usefulness of the preparation received at JCCC. In addition, employers of former career students were surveyed.
- *Student Alienation Study:* A survey to determine whether there were relationships between selected student characteristics, student alienation characteristics and student perceptions of services provided by JCCC.
- *Project "Quick Step" Enrollment Study:* A survey of Project Quick Step students (i.e., high school seniors who are simultaneously enrolled at JCCC) to identify which means of communication had been most effective in helping these students become aware of the Quick Step program.

During the fall of 1973, the initial placement survey of career student graduates and non-graduates with marketable skills for the school year 1972-73 was completed (36). The former students were interviewed by telephone. Each student had been enrolled in one of the following career programs: secretarial,

marketing and management, law enforcement, nursing, electronics, drafting, fashion merchandising, or data processing. Information obtained included current job status, salary and opinions of their preparation for employment in their career program area.

Special Studies

Student Services Questionnaire (1973): The four components of the study were concerned with (1) student characteristics (e.g., career goals, number of hours working), (2) student opinion and usage of counseling services (e.g., types of assistance received from counselors), (3) student opinions of registration and other services, and (4) student preference for additional course offerings (45).

Evaluation of College Learning Center Instruction in Six Subject Areas (1974): The College Learning Center was created to provide individualized instruction to meet the varied needs of students. The purpose of the study was to determine whether the individualized instruction resulted in the improvement of specific learning skills. Descriptions of programs in spelling, vocabulary, English, mathematics, reading comprehension and reading rate are provided together with a description of the pretests and posttests. The results of the analyses of the pretest-posttest change indicated significant improvement in all six instructional areas (15).

Other Support Service

Personnel Services

The personnel office is staffed by the personnel assistant, who reports to the Vice President, and a clerk. It was established in the fall of 1972 in order to coordinate and centralize all personnel policy development, records and recruitment for the College. Personnel records are now centrally maintained by the personnel office. These files are updated and checked periodically by the

personnel clerk in cooperation with the various division directors and the employees themselves.

Pre-employment and post-employment correspondence, preliminary screening, applicant and employee record keeping are carried out by the personnel office in accordance with federal HEW and EEOC guidelines. Employee recruitment is coordinated through the personnel assistant.

The personnel assistant works closely with College administrators and staff committees to assure consistency in the development, interpretation and implementation of College policies and procedures regarding personnel. Long-range plans such as job analysis and evaluation (see Chapter I) are currently in operation and are laying the foundation for a thorough wage and salary administration procedure which will insure equity and fairness in wage and salary decisions.

Bookstore and Food Service

Approximately 60 to 80 percent of the students are using these two services which operate under the Dean of Business and Facilities. This utilization is generating the required amount of revenue to pay the revenue bonds issued to build the College Commons.

Food and Vending Service: The food and vending service became operational when the College moved to its new campus. The annual payroll is approximately $75,000. There are nine full-time employees with up to 35 part-time employees. A pilot program has been started that offers part-time employment to hearing impaired students. The quality of the food served in the cafeteria has been consistently rated outstanding.

Bookstore: The selection of sources and vendors, where applicable, is the responsibility of the Johnson County Community College Bookstore. Sources may

be suggested by divisions and will be used whenever it is in the best interest of the College. Pricing on merchandise is in conformance with established publisher policies and with the general price structure in college bookstores. Textbooks are generally adopted for a minimum of one academic year. Exceptions must be approved by the Dean of Instruction. It is expected that the faculty will at all times be alert to the possibility of improving the educational process through a change in texts. Evaluation of instructional materials is considered to be an on-going process.

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CRITICAL ANALYSIS

The task force concerned with staff services and benefits initiated the 1974 staff survey mentioned on page 74 of this report. The task force concerned with student services referred to the food service and the Educational Media Center since students use these services. Many strengths, areas of concern and recommendations in this chapter are based on these two reports. The steering committee has attempted to integrate the findings of the task forces with strengths, concerns and actions identified from other sources. Those who wish additional detail concerning the task force reports should refer to the original documents: 2, 10, 11, 13, 18, 19, 20, 21, 26, 27, 28, 29, 31, 32, 40, 41.

Areas of Strength

1. The College staff is generally satisfied with the staff services and benefits provided by the College and regard the College as a good place to work (10).
2. The Educational Media Center (EMC) facilitates the improvement of instruction (11), and the staff continues to be highly satisfied with the EMC's function (10).
3. The quality of the food served in the cafeteria is outstanding (11).
4. The campus was based on educational specifications and has been designed to accommodate future expansion.
5. The College site will eventually be close to the population centroid of Johnson County.
6. The staff is well-qualified and possess a diversity of capabilities and backgrounds which reinforce the comprehensive aspect of the College philosophy.
7. The financial support by the College has permitted the development of an outstanding Educational Media Center.
8. Educational and institutional research are provided for pragmatic long-range College planning.
9. The EMC audio-visual program is outstanding as assessed by the *Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in Colleges and Universities* (11).

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Previously Identified Concerns

1. Inadequate data had been collected since the move to the permanent campus concerning the effectiveness of the library as perceived by those who use the library.

   Action taken:

   - A survey of library users was conducted during March 1974. The results of the study are currently being compiled and documented.

2. The Status Study cited "inefficient and confusing" registration procedures.

   Actions taken:

   - An on-line computerized student personnel system has been installed which permits rapid input and retrieval of information and enables students to register with minimum effort.
   - Social Security numbers are used to schedule time of registration and to distribute the number of students registering each day.
   - A student services questionnaire was administered during the fall of 1973. Student opinion relative to registration procedures was positive (45).

3. The Status Study indicated that procedures needed to be developed for establishing research priorities which would result in the most benefit to the College, and that the research staff should be expanded to meet these needs as required.

   Actions taken:

   - Since 1971, the research staff has been expanded to include currently a director, research evaluation specialist, data specialist, research assistant and clerical aide.
   - In-service training during the fall has been used to introduce the research staff to the instructional staff.
   - The instructional staff frequently seeks the research staff's assistance in program development and evaluation.

4. The NCA examining team's report in 1972 cited lack of adequate communication between the career program instructors and the advisory committees.

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Action taken:

- Advisory committees have been meeting with coordinators on a regular basis, and the College has begun publishing and binding the advisory meeting minutes. These are made available on a bi-annual basis to the Board and staff members.

5. Lines of communication to part-time instructors need to be improved.

Action taken:

- In-service training each fall for part-time staff has been instituted. Prior to the beginning of the second semester, new part-time staff participate in an orientation similar to that during the fall. A buddy system has also been designed. Each part-time staff member has a full-time staff member assigned to him from whom information can be received. Plans include that an administrator in the Instructional Branch will be available on a scheduled basis.

Self-Study Concerns and Recommendations

1. The College staff have expressed some dissatisfaction with their salary and in-service programs (10).

Recommendations:

- That in-service meetings be planned around behavioral objectives and each in-service meeting be evaluated to determine that these objectives have been met.

- That Johnson County Community College should assist in any way possible to help the Kansas Association of Community Colleges make the annual meeting more successful.

- That the College continue to strive to keep pace with the rapid inflation of the economy in salary considerations. Continued staff briefings as to budget implications are encouraged.

2. Although students have expressed satisfaction with counseling services, the instructional staff continue to express dissatisfaction. It seems possible that instructors have different expectations from counselors than students do (10).

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Recommendation:

- The staff dissatisfaction in counseling should be studied. The 1972 survey indicated a need for this research and the 1974 survey indicates that the need has not changed. In-service training time should be devoted to an effort to identify specific areas of disagreement and to achieve ways in which the problems may be resolved or minimized.

3. Some staff have expressed dissatisfaction with supervisor evaluation. About half the instructional staff have expressed dissatisfaction with the method of their evaluation by students (10).

Recommendations:

- The method and frequency of staff evaluation should be studied and revised as required.

- The method of student evaluation of staff should be reviewed and revised as required.

4. The chalk boards are considered satisfactory by less than half the salaried teaching and non-teaching staff (10).

Recommendation:

- The College should install additional chalk boards where needed.

5. Current legislation does not permit state aid for students with more than 64 credits other than in the nursing and engineering programs. For these latter programs, 72 hours is the maximum.

- The College should continue through individual contacts with state officials and through the Kansas Association of Community Colleges to lobby for a change in legislation.

CHAPTER V

PLANNING FOR FUTURE DEVELOPMENT

In its first six years of operation, the College has progressed through many stages of development. A comprehensive curriculum has been developed, the College has been staffed, enrollment has grown to more than 4,000 credit and 5,000 non-credit students, and the move from temporary facilities to a permanent campus was planned and carried out. Although these accomplishments have been achieved in a relatively short period of time, the growth has been deliberate and systematic.

In order that JCCC continue to develop in an orderly fashion, it is necessary that comprehensive planning be an on-going activity. Thus concurrent with the establishment of the Board-Staff Management Committee at the beginning of FY 74, and as part of the preparation for this Self-Study report, the Board-Staff Planning Committee was impaneled with the objective of bringing into focus some of the diverse factors which will affect the College's evolution over the next 20 years. The committee has completed its study and presented a report of its findings in April 1974 (2).

Long-Range Considerations

In order to be able to develop realistic and timely facility plans on a long-range basis, it is necessary to develop sound forecasts of the following variables: population, enrollment, room utilization, capital bonding capacity, special building fund, operating revenue, and operating expenditures. Each of these parameters has been analyzed for the 20 year period 1974 through 1993.

Population Projections

The population of the six counties which comprise the Kansas City Standard Metropolitan Statistical Area (KC SMSA) experienced a moderate rate of growth

(1.5 percent per year) during the past decade. Extremes within the region ranged from a 0.6 percent increase for Kansas City, Missouri to a high of 5.1 percent for Johnson County. For the first two years of the present decade, the KC SMSA continued to grow but at a slightly slower rate (1.3 percent per year). Approximately 35 percent of the area's increase in 1971 and 1972 was attributed to Johnson County. For the previous decade the Johnson County portion of growth was 45 percent.

The most significant factor in Johnson County's rate of growth has been migration. Currently, net migration is down significantly, and if the depressed housing market continues for a prolonged period, the Johnson County growth rate will be substantially deterred. In any event, it is projected that the population will continue to expand, but at a rate of growth substantially less than in the past. Thus, while the population is expected to approximately double in the period 1970-2000, the rate of increase per decade will be less than 20 percent of the rate of increase for the previous 30 year period, 1940-1970.

From the detailed College projections it is concluded that

1. The number of "college age" persons residing in Johnson County will increase through the end of the century except for a leveling off during the early 1980's.
2. The projected geographical shift of population is consistent with the finding made at the time of site selection that the permanent campus would eventually be close to the population center of Johnson County (see Figure 2, page 76).

Enrollment Projections

The most significant variable in postsecondary long-range planning is FTE enrollment. JCCC projections were based on the population forecasts for Johnson

County and on empirically derived College participation and retention factors. Examination of past and projected enrollment trends, which are graphically presented in Figure 3, yields the following observations:

1. Enrollment has grown rapidly, but at a reducing rate, since the College's first class in 1969.
2. Enrollment is expected to grow, but less rapidly, through the 1970's.
3. Enrollment should reach a plateau at about 5,900 (3,800 FTE) during the early to mid-1980's.
4. Enrollment is projected to resume a rapid rate of growth in the 1990's substantially exceeding the 5,000 FTE upon which the 1969 campus master plan was based.

JCCC's anticipated growth during the remainder of the 1970's will largely be due to continued increases in participation rates which will more than offset declines in the number of high school graduates during this period. Participation rates at JCCC in 1972 are presented by high school district in Table 20. One conclusion that may be drawn from this table is that the areas outside of the Shawnee Mission School District have the greatest potential for increased participation at the College. If this potential is fulfilled, the centroid of JCCC students will continue to shift south and west in the general direction of the permanent campus (see Figure 2).

Room Utilization Projections

Using the analytical procedures and assumptions employed in developing the Phase I educational specifications coupled with the enrollment projections illustrated in Figure 3, room utilization factors were forecast for the 20 year period through 1993. An examination of the results yields the following conclusions:

Figure 3

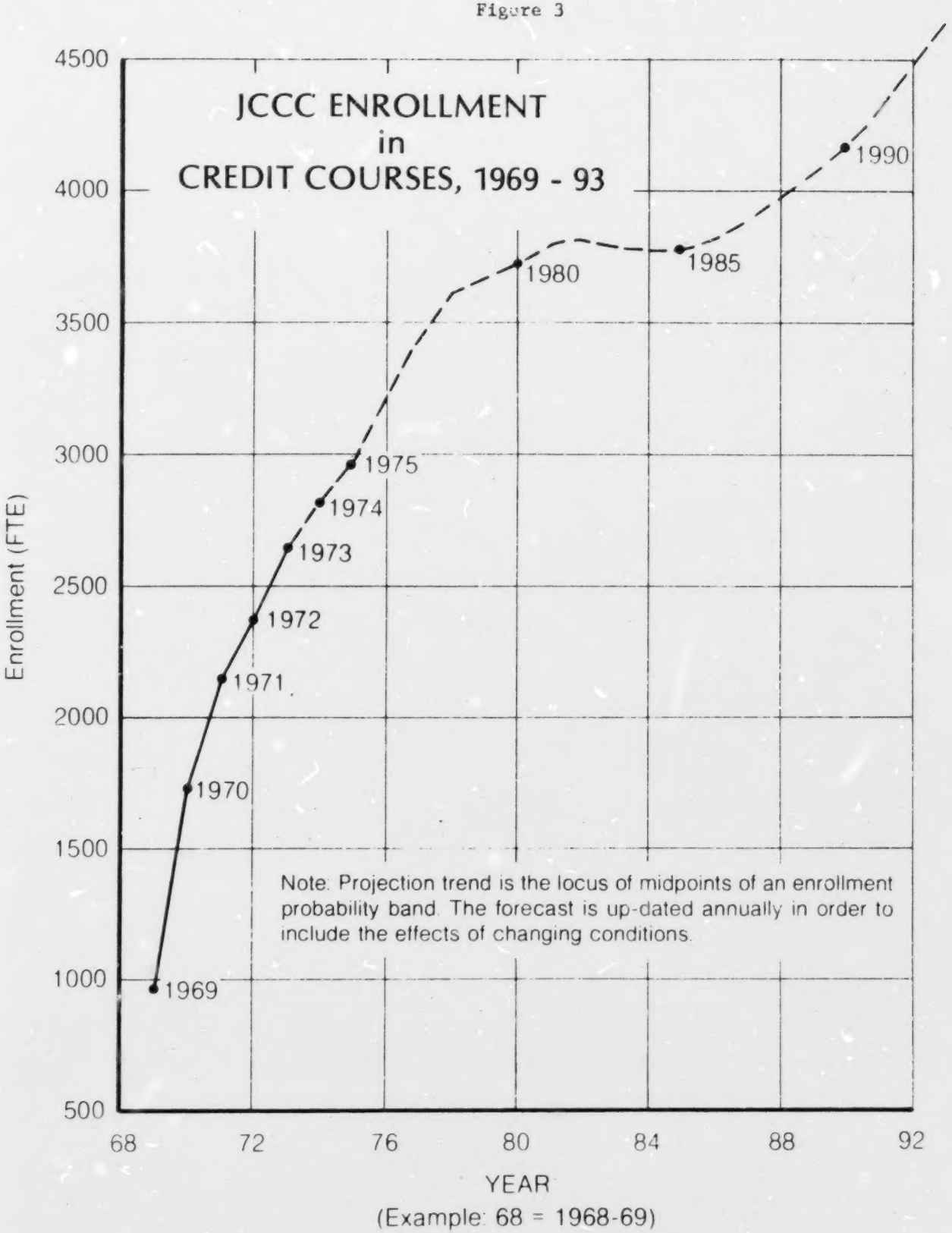

JCCC ENROLLMENT
in
CREDIT COURSES, 1969 - 93
Enrollment (FTE)
4500
4000
3500
3000
2500
2000
1500
1000
500
1969
1970
1971
1972
1973
1974
1975
1980
1985
1990
Note: Projection trend is the locus of midpoints of an enrollment probability band. The forecast is up-dated annually in order to include the effects of changing conditions.
68
72
76
80
84
88
92
YEAR
(Example: 68 = 1968-69)

TABLE 20

JCCC PARTICIPATION FACTOR BY AGE AND HIGH SCHOOL DISTRICT, FALL 1972

Age Cohort	No. of Johnson County Residents	No. of JCCC Resident Students	Participation Factor							
			High School District (Approx. Boundaries)							
			Overall	South	North	East	West	N.W.	Olathe	Other
15-17	13,997	818	.0584	.0591	.0744**	.0479	.0669	.0638	.0403*	.0395*
18-19	8,161	981	.1202	.1237	.1309	.1087	.1705**	.1405	.0682*	.0437*
20-24	17,019	699	.0411	.0403	.0427	.0350	.0487	.0489	.0379	.0164*
25+	123,884	899	.0072	.0047*	.0069	.0048*	.0103**	.0093**	.0125**	.0039*
	Total No. Students:		3397	541	657	446	648	693	300	122

* Participation Factor less than the county-wide average by at least 20%.
** Participation Factor greater than the county-wide average by at least 20%.

1. During the two years of occupancy of the permanent campus, enrollments resulted in classroom loading conditions that were less than design capacity.
2. Beginning in the fall of 1974, classroom utilization of the existing campus is expected to exceed design conditions and to increase progressively each succeeding year at least through the 1970's.

Careful study indicates that by making certain adjustments, program quality could be maintained with room utilization as much as 20 percent in excess of the design condition. Above 20 percent, overcrowding would have a significantly detrimental effect on the instructional program. Therefore it is further concluded that

3. Additional classroom facilities will be needed by the fall of 1977 and
4. Adequate space through the 1980's would be provided by increasing the number of classrooms by 40 percent.

Bonding Capacity Projections

The bonded debt capacity of JCCC is five percent of the sum of (a) 105 percent of the assessed valuation of the taxable, tangible property in Johnson County in 1968 plus (b) 105 percent of the new improvements through the tax year 1974. In 1970 and 1971, general obligation bonds totaling $12.9 million were issued to finance the development of the first phase of the permanent campus. At that time, the issuance of these bonds essentially depleted the College's bonding capacity. Projections for the next 20 years indicate that

1. JCCC bonding capacity for new construction will be approximately $7 million in mid-1974.
2. JCCC cumulative bonding capacity for construction will be $30 to $40 million by 1993.

Special Building Fund Projections

The special building fund, which is derived from a 0.5 mill levy, may be used for construction, reconstruction, repair, remodeling, additions to furnishing and equipping of school buildings, architectural expenses incidental thereto and the acquisition of building sites. Revenue generated by this fund, if fully exercised, was projected through 1993 for each of the tax base assumptions employed in the forecasts of construction bonding capacity. From these projections it is concluded that

1. The JCCC special building fund will generate about $185,000 in 1974 and will increase in annual yield to over $300,000 by the 1990's.
2. The anticipated revenue to be generated by the special building fund would be sufficient to support necessary campus maintenance and upkeep on a long-range basis.

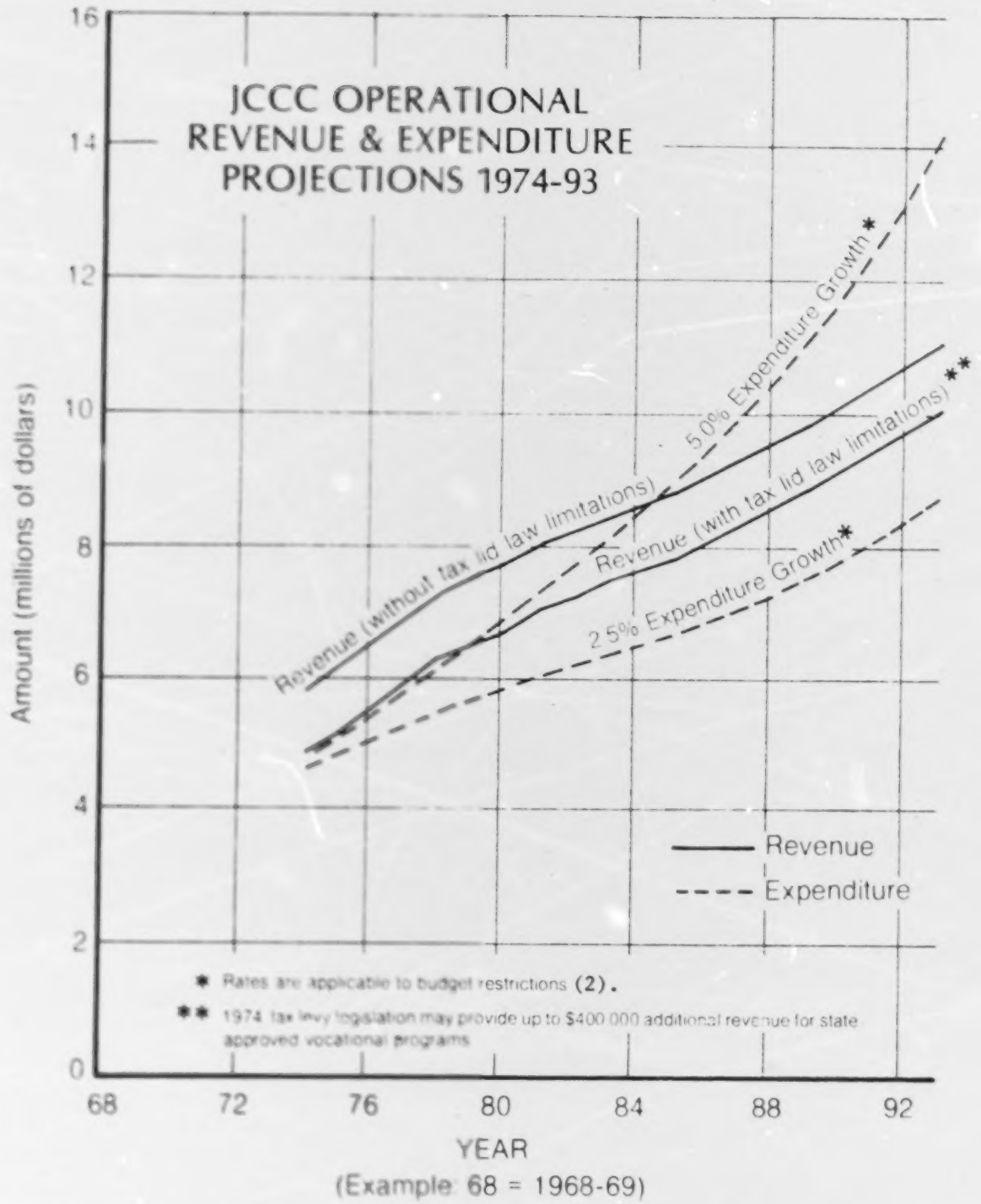
Expenditure and Revenue Projections

Expenditure projections were made for various rates of inflation. The estimates were made to represent *minimum* expenditure requirements via the use of conservative assumptions. Projections, shown as dashed lines in Figure 4, are for 2.5 and 5.0 percent growth rates, where the rates are based on the budget required to support *existing* staff and related expenditures.

Two revenue projections were made: one assumed continuation of existing legislation and state aid and tuition rates; the other incorporated the same assumptions but further assumed the removal of limitations imposed by the so-called tax lid law of 1973.

An examination of the operating expenditure and revenue interrelationships exhibited in Figure 4 yields the following observations:

Figure 4


JCCC OPERATIONAL
REVENUE & EXPENDITURE
PROJECTIONS 1974-93
Amount (millions of dollars)
16
14
12
10
8
6
4
2
0
68
72
76
80
84
88
92
YEAR
(Example 68 = 1968-69)
Revenue (without tax lid law limitations)
5.0% Expenditure Growth*
Revenue (with tax lid law limitations)**
2.5% Expenditure Growth*
Revenue
Expenditure
* Rates are applicable to budget restrictions (2).
** 1974 tax levy legislation may provide up to $400,000 additional revenue for state approved vocational programs

1. Assuming existing legislation and budget limitations and assuming minimal expenditures to accommodate student growth, the projected revenue would be able to support no more than an annual inflationary rate of approximately 3 percent through 1993-94.
2. Based on the same limiting assumptions as in (1) above, the projected revenue should be able to support an annual rate of inflation of 5 percent through 1979-80.
3. The removal of existing tax lid law limitations should make it possible to accommodate a 5 percent expenditure growth rate through the early 1980's.
4. It appears that some form of operating budget relief will be needed sometime during the mid to late 1970's.

Reliability of Planning Forecasts

The reliability of the overall planning process is particularly dependent on the forecast accuracy of the three factors: enrollment, enrollment distribution by discipline, and room utilization.

Enrollment

Because of ever changing social, economic, and political conditions, enrollment forecasting sometimes seems to be more of an art than a science. Yet meaningful projections can be reliably made if the forecasting procedures to be employed meet the following criteria:

1. They involve in-depth, systematic, and interactive analysis of the pertinent independent variables;
2. They are continually "tuned" and up-dated; and
3. They are forward looking (i.e., the procedures do not just project the past, but rather they analyze a range of future alternatives or "what if" conditions).

JCCC has taken this approach to forecasting, and to date the results have been dependable. In 1965, the citizens' study committee estimated the proposed College's enrollment to be 2,800 FTE in 1975. Based on a 1973 enrollment of 2,643 FTE and the current rate of growth, it is likely that the 10 year projection will prove to be extremely accurate. On a short-range basis, enrollment forecasts used for budget planning have been consistently reliable.

Enrollment Distribution

Because of the different types of instructional spaces used from course to course, program to program, and discipline to discipline, projected enrollment distribution by course, program, and discipline is especially important in facility planning. Thus the implementation of an educational needs survey was an essential forerunner to the development of Phase I educational specifications.

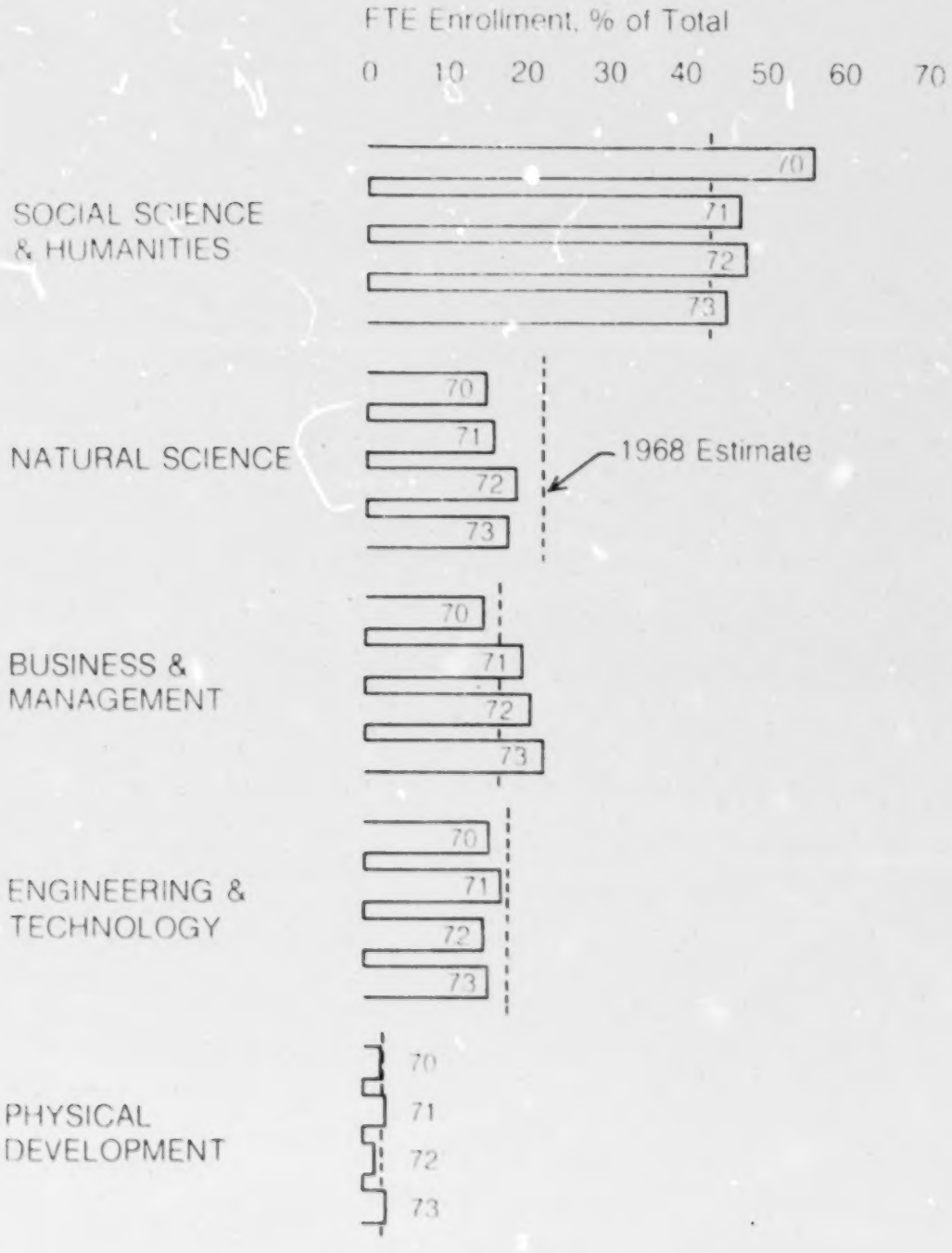
Distribution forecasts employed in the JCCC specifications have proven to be accurate. Estimated and actual enrollment splits by discipline are compared in Figure 5.

Room Utilization

The reliability of room utilization projections is difficult to assess because of an inability to quantify "crowdedness" in a non-arbitrary manner. However, as the campus reached 97 percent design capacity in the fall of 1973, there were, for the first time, indications that classroom space was becoming scarce. Based on the fall 1973 room scheduling experience, it is concluded that the space utilization forecasts for the permanent campus are reasonable.

Figure 5

JCCC ENROLLMENT DISTRIBUTION 1970-73



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CRITICAL ANALYSIS

Since the founding of the College, systematic, continuous planning has been an integral part of all phases of development. The following concerns, recommendations and resultant actions by the College have been critically examined by the steering committee and by several of the task forces. Recommendations of the steering committee are also given below. The resource documents directly pertaining to this chapter are 1, 2, 13, 14, 18, 31, 39.

Strengths

1. The Board of Trustees and the administration have recognized the importance of systematic planning in the development of all phases of the College.
2. An effective mechanism for long-range planning exists and is used by the Board and staff in analyzing possible future courses of long-range development of the College.
3. JCCC forecasts relative to program, staff and facility needs have proven to be consistently dependable.
4. The population centroid of the College district (i.e., Johnson County) continues to move closer to the permanent campus (currently less than four miles away).
5. Adequate bonding capacity exists under current law to meet the projected expansion needs and will still be adequate should additional construction be required in the 1990's.

Self-Study Concerns

1. Existing programs do not adequately meet all of the needs of the community (i.e., skills training and fine arts offerings).

   Action taken:

   - The Board-Staff Planning Committee has completed the first phase of a study of the future development of JCCC. The Program Development Committee has recently been impaneled to conduct the second phase of the study with the objectives of identifying current and projected postsecondary education needs of the county and establishing JCCC program priorities.

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Recommendation:

- Based on the results of the two phases of the 1974 planning study, a comprehensive plan for the future development of the College should be formulated.

2. It is anticipated that existing facilities on the permanent campus will be overcrowded by 1976-77.

Recommendation:

- The comprehensive plan recommended above should encompass projected facility requirements.

3. By 1976 the annual operating budget will not be adequate to support the existing program under current legislative restrictions.

Recommendation:

- Although some relief was provided in 1974 Kansas legislation, a Board-staff committee should be impaneled to study and to recommend alternative courses of action. These might include developing improved means of communicating the fiscal needs of the College to the public and legislature, identifying new revenue sources and revising JCCC priorities and programs.

RESOURCE DOCUMENTS

1. *A Community College Study for Johnson County: A Report on the Needs and Feasibility of a County Community College.* Johnson County Community College Study Committee, Johnson County, Kansas, December 1966.

2. *Analysis of Factors Which Will Affect the Continued Development of Johnson County Community College for the Period 1974-1993.* Johnson County Community College Board-Staff Planning Committee, Overland Park, Kansas, April, 1974.

3. *Constitution for a Staff Senate.* Johnson County Community College.

4. *Critical Analysis of Career Placement and Follow-up: A Report for the Institutional Self-Study.* Career Placement Task Force, February 1974.

5. *Critical Analysis of Community Programs: A Report Prepared for the Institutional Self-Study.* Community Programs Task Force, February 1974.

6. *Critical Analysis of Community Services: A Report Prepared for the Institutional Self-Study.* Continuing Education Task Force, February 1974.

7. *Critical Analysis of the Credit Program Follow-up Study: A Report Prepared for the Institutional Self-Study.* Credit Program Follow-up Task Force. February 1974.

8. *Critical Analysis of the Non-Credit Program in Continuing Education: A Report Prepared for the Institutional Self-Study.* Continuing Education Task Force, February 1974.

9. *Critical Analysis of Special Students: A Report Prepared for the Institutional Self-Study.* Special Students Task Force, February 1974.

10. *Critical Analysis of Staff Services and Benefits: A Report Prepared for the Institutional Self-Study.* Staff Services and Benefits Task Force, March 1974.

11. *Critical Analysis of Student Services: A Report Prepared for the Institutional Self-Study.* Student Services Task Force, February 1974.

12. *Critical Analysis of Transferability: A Report Prepared for the Institutional Self-Study.* Credit Program Transferability Task Force, February 1974.

13. *Educational Needs Survey of Johnson County, Kansas, 1969.* Institute for Community/College Development, Johnson County Community College, Shawnee Mission, Kansas, May 1969.

14. *Educational Specifications for Johnson County Community College.* Johnson County Community College, Shawnee Mission, Kansas, May 1969.

15. *Evaluation of College Learning Center Instruction in Six Subject Areas.* Johnson County Community College, Overland Park, Kansas, January 1974.

16. *Evaluation Report of the Johnson County Community College.* Kansas State Department of Education, Topeka, Kansas, March 1973.

17. *Follow-up Studies of JCCC Students: 1972-73.* Johnson County Community College, Overland Park, Kansas, August 1973.

18. *Historic and Projected Population Data for Johnson County, Kansas.* Institute for Community/College Development, Johnson County Community College, Overland Park, Kansas, May 1973.

19. *Institutional Competitiveness Study, 1973-74.* Institute for Community/College Development, Johnson County Community College, Overland Park, Kansas.

20. *JCCC Bookstore: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

21. *JCCC Bookstore Manual.*

22. *JCCC Community Cooperation: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

23. *JCCC Continuing Education: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

24. *JCCC Counseling: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

25. *JCCC Credit Programs: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

26. *JCCC Finance: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

27. *JCCC Food and Vending Service: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

28. *JCCC Media Resources: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

29. *JCCC Personnel: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

30. *Johnson County Community College Policies, By-laws and Procedures.*

31. *JCCC Research: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

32. *JCCC Staff: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

33. *JCCC Student Activities: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

34. *JCCC Students: A Descriptive Report Prepared for the Institutional Self-Study*, March 1974.

35. The Kansas Community Junior College Act of 1965 (K.S.A. 1965 Supp. 72-6901, *et sequi*).

36. *1973 Career Student Follow-up: Initial Placement.* Johnson County Community College, Overland Park, Kansas, January 1974.

37. *Philosophy and Goals.* Johnson County Community College, Shawnee Mission, Kansas, January 1968 (updated March 1971).

38. *Planning and Development of Vocational Education and Services for the Hearing Impaired.* Institute for Community/College Development, Johnson County Community College, Shawnee Mission, Kansas, July 1971.

39. *Postsecondary Educational Planning to 1985: Final Report and Recommendations.* Kansas Master Planning Commission on Education, Topeka, Kansas 66603, December 1972.

40. *Projection: Educational and Training Requirements of the Kansas Economy to 1985.* Kansas Master Planning Commission on Education, Topeka, Kansas, August 1971.

41. *Service - A New Approach to Educational Data Processing.* Johnson County Community College, April 1973.

42. *Skills, Education and Experience for Clerical Staff: A Survey of Southern Metropolitan Kansas City Area Employers.* Johnson County Community College, Overland Park, Kansas, April 1974.

43. *Status Study Report for the North Central Association of Colleges and Secondary Schools.* Johnson County Community College, Shawnee Mission, Kansas, May 1971.

44. *Status Study Report Supplement for the Kansas State Department of Education.* Johnson County Community College, Overland Park, Kansas, March 1973.

45. *Student Services Questionnaire.* Johnson County Community College, Overland Park, Kansas, December 1973.

46. *Student Attitude Toward the Audio-Visual-Tutorial Instructional Method.* Institute for Community/College Development, Johnson County Community College, Overland Park, Kansas, June 1972.

47. *Supplementary Report on Students with Learning Problems.* Special Students Task Force, February 1974.

APPENDIX

1. JCCC North Central Self-Study Organization
2. Resume of Key Statistics and Information

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JCCC NORTH CENTRAL SELF-STUDY ORGANIZATION

Steering Committee

Bill Hoffman, Chairman
Dr. Robert Harris, ex-officio
Dr. Harold Finch, ex-officio
Anne Bauman
Al Cerne
Gene Jack
Dick Randolph
Paul Roach
Dr. Joyce Smith
Dr. O. Dale Smith
Glenna Stites
Kay Sullinger
Dr. Elaine Tatham
Art Vaughan

Study Co-directors

Dr. Harold Finch
Dr. Elaine Tatham

Task Forces

JCCC Overall

Dr. William Lozano, Chairman
Dr. Joyce Smith (Steering Committee Liaison)
Jean Kerns
Bob Ramsey
Gerry Shapiro
Don Tews

Credit Program: College Transferability

Linda Dayton, Chairman
Glenna Stites (Steering Committee Liaison)
Marsha Bailey
Dr. Tom Barnett
Pat Nerney
Phil Wegman
Ed Williams

Credit Program: Career Placement and Follow-up

Dick Burns (Chairman - Task I)
Mary Lou Taylor (Chairman - Task II)
Art Vaughan (Steering Committee Liaison)
Harold Harp
Larry Rechtfertig
Jim Richmond
Pat Steinman
Kay Stewart

Credit Program: Follow-up

Jim Williams, Chairman
Gene Jack (Steering Committee Liaison)
Darlene Ascanio
Dave Axon
Gayle Jones
Harry Parkhurst
Diane Perkins

Non-Credit Programs and Services: Continuing Education

Laura Sloan, Chairman
Dr. O. Dale Smith (Steering Committee Liaison)
Ron Brooks
Mel Cunningham
Walt Klarner
Dane Lonborg
Naomi Shankland
Gerry Shapiro

Non-Credit Programs and Services: Community Programs

John Pearce, Chairman
Anne Bauman (Steering Committee Liaison)
Don Dougherty
Erica Golder
Virginia Krebs
Al Kurki
Bob Watkins

Non-Credit Programs and Services: Community Services

Dr. Michael Toler, Chairman
Bill Hoffman (Steering Committee Liaison)
Alan Cunningham
Wilma Dickey
Jean Howard
Norm Karl
Kay Kirkman
Fred Krebs

Special Students

Jim Jackson, Chairman
Paul Roach (Steering Committee Liaison)
Judi Ballard
Mark Bauman
Irma Dietrich
Linda Holt
Darwin Lawyer

Student Services

Dr. Elaine Tatham, Chairman
Kay Sullinger (Steering Committee Liaison)
Terry Gilbert
Joe Hentzen
Nancy Kalman
Patsie Staake
Joel Woodard
Carole Wrisley

Staff Services/Benefits

Jim Vomhof, Chairman
Dick Randolph (Steering Committee Liaison)
Barbara Clark
Katy Hoffman
Al Riley
Nick Roach
Jeanne Sebaugh
Peggy Scheloski

Long-Range Considerations

Dr. Harold Finch, Chairman
Al Cerne (Steering Committee Liaison)
Bob Hunter
Jim Jackson
Linda Shaffer
Rita Quy

RESUME OF KEY STATISTICS AND INFORMATION

Key Dates

1963 College Study Committee formed
1967 College established
1969 Classes initiated
1972 Occupied permanent campus

Campus

Location: 111th Street & Quivira Road, Overland Park
Area: 220 acres
Buildings:
- General Education (94,801 sq. ft.)
- Science and Technology (62,177 sq. ft.)
- Gymnasium (50,123 sq. ft.)
- Educational Media Center (93,825 sq. ft.)
- Campus Services (22,514 sq. ft.)
- College Commons (58,940 sq. ft.)

Architect: Marshall and Brown
General obligation bonds: $12.9 million
Revenue bonds (College Commons): $2.7 million
Federal funds: $900,000

Operating Budget

1972-73: $3,881,000
1973-74: $4,473,737

Instructional Staff - Fall 1973

Full-time equivalent: 125.4
Average load: 14 credit hours
Instructor-student ratio: 21:1
Mean annual salary (9 month): $10,816
Mean teaching experience (full-time instructors): 8 years

UNIVERSITY OF CALIF.
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INFORMATION

Headcount - Fall 1973

Credit courses: 4,107 (Full-time equivalent: 2,643)
Freshmen: 2,805
Sophomores: 1,302
Continuing education courses: 5,075

Administration

President: Dr. Robert G. Harris
Vice President: Dr. Harold L. Finch
Dean of Business and Facilities: Al Cerne
Dean of Instruction: Dr. William A. Lozano
Dean of College Services: Dr. Donald P. Meyer
Assistant Dean of Instruction for College and Career Programs: Richard A. Burns
Assistant Dean of College Services: William J. Hoffman
Assistant Dean of Instruction for Continuing Education: W. Dane Lonborg